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ABSTRACT

This self-evaluation report was written to provide the University of Florida (Gainesville) with a comprehensive document regarding access by students with disabilities to the programs, services, and activities it provides to all students, staff, faculty, and the community at large. The report, which provides a basis for planning and improving services and programs, is designed to bring the University into compliance with the Americans with Disabilities Act, and covers areas not covered by a 1978 self-evaluation, as well as information that has changed since 1978. Specific areas covered include: grievance procedures related to access to the university; inservice training; academic affairs including libraries and the various components of the Office of Instructional Resources; administrative affairs, including facilities planning, transportation, telecommunications, and emergency services; employment; student affairs including admissions, student recruitment, student registration, committee membership, the Career Resource Center, counseling services, dining facilities and services, housing, the Student Union and Student Activities Office, student financial affairs, student health care, day care, orientation, student government, and Greek Affairs. Other areas of interest covered are commencement, cultural programs, electronic technology, publications, and recreation and athletics. Several recommendations are offered for service improvement. By far the greater part of this document consists of 21 appendices containing supplementary materials related to all the topics discussed in the main text, with examples and documentation. (JDD)

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Self-Evaluation

Executive Summary

for the

THE UNIVERSITY OF FLORIDA

Completed by

Kenneth Osfield
Office for Student Services
Chair
Committee on Persons with Disabilities

Submitted to

John V. Lombardi

President

University of Florida

EC 302133

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UNIVERSITY OF
FLORIDA

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LOCATION OF SELF-EVALUATION

This self-evaluation will be kept on file for a minimum of three years commencing from January 26, 1993. The file name is "ADA Self-Evaluation 1993".

The Self-Evaluation will be on file at the following locations:

Starting January 26, 1993

Office of the President
226 Tigert Hall

Office of the Provost
235 Tigert Hall

Vice President for Student Affairs
129 Tigert Hall

Dean of Students
P202 Peabody Hall

Information and Publications Services
355 Tigert Hall

Affirmative Action Office
352 Tigert Hall

University General Counsel Office
207 Tigert Hall

Vice President for Administrative Affairs
204 Tigert Hall

Facilities Planning
232 Stadium

Physical Plant Division
Bldg. 700

RESPONSIBILITY FOR SELF-EVALUATION

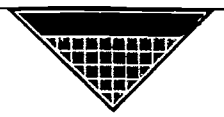
Responsibility for the Self-Evaluation falls under the direction of the Chair of the Committee on Persons with Disabilities:

Kenneth Osfield
Assistant Dean for Student Services
Office for Student Services
University of Florida
P202 Peabody Hall
Gainesville, FL 32611
(904) 392-1261 (V/TDD)

Mr. Osfield coordinates all ADA and 504 issues except issues of employment. Dr. Jacqueline Hart is the designated person for employment issues.

Upon request, for persons with print related disabilities, this publication is available in alternate format. Please contact Ken Osfield, Office for Student Services, P202 Peabody Hall, (904) 392-1261 (V/TDD).

Edition: January 26, 1993



ADA Self-Evaluation Sub-Committee
Member List

Kenneth J. Osfield	Assistant Dean for Student Services Office for Student Services Chair - Committee on Persons with Disabilities
Lisa DeRosa	College of Fine Arts Student
Jacquelyn Hart	Assistant Vice President Affirmative Action
Dug Jones	Assistant Director of Housing Division of Housing
Otis Jones	Assistant Vice President Administrative Affairs
Rosalie Miller	Associate Professor College of Health Related Professions Department of Occupational Therapy
Bill Parker	Director - Briarwood Center for Independent Living Community Member
Hank Reidelberger	Sign Language Interpreter Office for Student Services
Patrick Roger	College of Education Department of Counselor Education Student
Judy Wald	College of Education Department of Special Education Student
Jim West	Associate Professor College of Architecture Department of Interior Design

INTRODUCTION

The University of Florida, in order to satisfy the requirements of the Americans with Disabilities Act (ADA), has completed a self-evaluation of its programs, services and activities. In accordance with Title II of the ADA, the University is required to "conduct a self-evaluation of policies and practices to identify and correct any that are not in compliance with the ADA. The requirement applies only to those programs and services that were not previously included in a section 504 self-evaluation" (ADA Title II §35.105d). This self-evaluation will include areas not covered by section 504 self-evaluation completed in 1978 and also those areas already covered in the 1978 self-evaluation. The purpose for this is to update information that has changed since 1978.

In order to provide the best possible service to the community, the University of Florida has appointed two coordinators for ADA compliance and implementation. This decision was made based on the complexities of the ADA. All components of the Self-Evaluation and Transition Plan, with the exception of the employment section, have been coordinated by:

Kenneth Osfield
Assistant Dean for Student Services
Coordinator of Programs and Services for Students with Disabilities
504 Compliance Officer/ADA Coordinator
Chair for Committee on Persons with Disabilities
P-202 Peabody Hall
Gainesville, Florida 32611
(904) 392-1261 (V/TDD)

The employment section for the Self-Evaluation has been coordinated by:

Dr. Jacquelyn Hart
Assistant Vice President Equal Opportunity Programs
Affirmative Action Office
352 Tigert Hall
Gainesville, FL 32611
(904) 392-6004 (V)
1-800-955-8771 (TDD) Florida Relay Service

Mr. Osfield will continue to coordinate compliance activities in the area of access to programs, services and activities, and Dr. Hart will coordinate all compliance aspects with regard to employment.

This self-evaluation was written to provide the University with a comprehensive document regarding access to the programs, services, and activities it provides to all students, staff, faculty and the community at large. The primary purpose of this report is to evaluate existing conditions at the University regarding access to services and provide a document for planning for and improving services and programs.

The self-evaluation process for the University of Florida began on November 22, 1992, with the appointment of Kenneth J. Osfield, Assistant Dean for Student Services, as the coordinator for the self-evaluation, with the distinction that all aspects of the employment self-evaluation be coordinated by Dr. Jacquelyn Hart, Assistant Vice-President for Equal Opportunity Programs. Overall coordination for the Self-Evaluation Report is under the direction of Mr. Osfield. During the process of the self-evaluation, the coordi-



nator called upon the Committee on Persons with Disabilities (CPD) to assist with the project and asked for active participation from persons with disabilities from the campus and community. The CPD, in order to further assist the coordinator of the self-evaluation, formed a sub-committee of the Committee on Persons with Disabilities called the ADA Self-Evaluation Sub-Committee. One goal of the CPD and the Sub-Committee was to obtain information and feedback for the self-evaluation from students, staff, faculty and community members. To further assist the CPD in this process, the committee placed information in two area publications (refer to Public Notice Appendix) and requested the assistance of the Briarwood Center for Independent Living (BCIL) to assist the CPD in getting feedback from persons with disabilities. The collection of information from the community and general public was set to begin during September 1992 and conclude in December 1992. During the beginning of each meeting of the Committee on Persons with Disabilities, the floor was open for input from faculty, staff, students and interested community members. The meeting dates were as follows: September 9, 1992; October 14, 1992; November 18, 1992; and December 9, 1992. After the December 9 CPD meeting, three meetings of the Sub-Committee were then called to start to collate the information at hand and assist in the writing of the final report. The Sub-Committee met on December 16, 1992, and January 6, and 13, 1993.

The self-evaluation at the University of Florida has been an on-going process since the original 504 self-evaluation. The primary factor in this on-going process is the CPD. The CPD is a University Committee which reports directly to the Vice President for Student Affairs and is chaired by the University's 504 and ADA Compliance Officer, who is also the coordinator of programs and services for persons with disabilities. The responsibilities of this committee are as follows:

A. To serve as a resource to ensure programmatic access for students with disabilities.
B. To review plans and monitor renovations of old buildings and construction of new ones to ensure adherence to state and federal guidelines regarding accessibility.
C. To educate the University community about persons with disabilities to help create an awareness and knowledge regarding disabilities.
D. To advise the Vice President for Student Affairs in matters of policy and procedures relating to disabilities.

Membership on this committee is made up of faculty, staff, students and community members. The committee meets every month during the academic term (September - June). Membership on the CPD for the 92-93 Academic year is as follows:

Kenneth J. Osfield, Chair
Office for Student Services

Robert Bell
Physical Plant Division

Dr. Jack L. Fry
IFAS

Gary Gerard
Facilities Planning

Dr. Jacquelyn Hart
Affirmative Action Office

Eugene Herring
JHMHC

Dug Jones
Department of Housing

Virginia Linder
Faculty - Department of
Rehabilitation Counseling

Therel Moore
Faculty - Math Department

Bill Parker
Briarwood Center for Independent
Living

Hank Reidelberger
Office for Student Services
(Interpreter)

Ora Robie
Traffic and Parking

Nancy Savage
Student Services - College of Law

Stuart Schwartz
Faculty - College of Education

Linda Shaw
Faculty - Department of
Rehabilitation Counseling

Maggie Tucker
Student Health Center

Julaine Arient-Rollman
Student

Lauralee Longstaff
Student

James Pritchard
Student

Joanie Trapp
Student

Julie Brzuszek - Alternate
Student

Elizabeth Vance - Alternate
Student

Membership on the Self-Evaluation Team included members of the CPD, students, faculty, staff and community members. The ADA Self-evaluation Sub-Committee membership is as follows:

Kenneth J. Osfield
Assistant Dean for Student Services
Office for Student Services
Chair - Committee on Persons with
Disabilities

Lisa DeRosa
College of Fine Art
Student

Jacquelyn Hart
Assistant Vice President
Affirmative Action Office

Dug Jones
Assistant Director of Housing
Division of Housing

Otis Jones
Assistant Vice President
Administrative Affairs

Rosalie Miller
Associate Professor
College of Health Related Professions
Department of Occupational Therapy

Bill Parker
Director - Briarwood Center for
Independent Living
Community Member

Hank Reidelberger
Sign Language Interpreter
Office for Student Services

Patrick Roger
College of Education
Department of Counselor Education
Student

Judy Wald
College of Education
Department of Special Education
Student

Jim West
Associate Professor
College of Architecture
Department of Interior Design

Beginning in August of 1992, under the direction of the CPD chair, the process of surveying individual departments began. An initial memorandum was mailed to all department heads and deans (refer to Memorandum Appendix) with notification that the CPD would be meeting on September 9, 1992, to discuss the University Self-Evaluation and that each area on campus appoint an individual to act as the coordinator for the department. If a department representative could not attend, or if a department wanted special in-service training (refer to In-service Appendix), the self-evaluation coordinator provided special assistance. After the initial memorandum, individual survey questions (refer to appropriate department Appendix) were sent to various administrative departments and academic units on campus. The purpose of the survey was to gather information on what the campus was currently doing in terms of ADA/504 access to programs and services offered by the University and to identify deficiencies in services.

Of primary interest in the self-evaluation process was the manner of communication between persons with visual, hearing and speech impairments and departments, and how physical access was being provided to all programs, services and activities. The surveys specifically asked how departmental telephones were to be made accessible to those with hearing and speech impairments, how its printed materials were to be made accessible to those with visual impairments, how computer labs would be accessible to visually and physically impaired individuals, and how open programs were to be accessible to all individuals with disabilities.

NATURE OF PROGRAM

The University of Florida, a residential, land-grant institution, is the oldest and largest of Florida's universities, and is among the 20 largest universities in America.

One of the 58 institutions selected to membership in the Association of American Universities, the University of Florida has a comprehensive range of teaching and research programs at the undergraduate, professional, and graduate levels. Undergraduates can major in any one of 52 baccalaureate degree programs. (1992-93 Undergraduate Catalog, p1.)

The University encourages applications from qualified applicants of both sexes from all cultural, racial, religious,

and ethnic groups. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, marital status, national origin, political opinions or affiliations, and veteran status in the administration of education policies, admissions policies, financial aid, employment, or in any program or activity. The University of Florida Title IX coordinator is Jacquelyn D. Hart, 352 Tigert Hall, (904) 392-6004 (refer to Undergraduate Catalog in Catalog Appendix).

The University, when appropriate, provides substitution of courses for individuals with disabilities upon request. Both the Educational Testing Service (ETS) and the American College Testing Program (ACT) have brochures describing special testing arrangements for applicants with disabilities, and there are alternative admissions procedures for applicants with disabilities who are unable to take the required tests (refer to p. 4, General Statement in the 1992-93 Undergraduate Catalog in Catalog Appendix). The University has developed admission policies to assist qualified persons with disabilities in achieving admission to the University. Students with disabilities can apply for special consideration based on a disability. The University has a sub-committee of the Admissions Committee that specifically handles admission petitions based on disability. The sub-committee has developed procedures in accordance with Section 504 of the Rehabilitation Act of 1973 (revised 1992), State of Florida Statutes (§ 240.152 and § 240.153) and Board of Regents Rules (Rule 6C-6.018) to assist persons petitioning on the basis of disability (refer to Petitions Appendix). The petition process applies to undergraduate, upper division, and graduate school admission. The petition process also applies to substitution for requirements for graduation. The process will be addressed further in the section on Admissions and Recruitment.

The Office for Student Services provides assistance for students with disabilities. Services are varied dependent on individual needs and include but are not limited to: special campus orientation, registration assistance, auxiliary learning aids, and assistance in general University activities. The designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973, as amended, is Kenneth J. Osfield, Assistant Dean for Student Services, P202 Peabody Hall, 392-1261 (V/TDD). Students with disabilities are encouraged to contact this office to obtain any needed assistance (refer to: Services for Disabled Students, p. 17, 1992-93 Undergraduate Catalog; and p. 7, 1992-93 Graduate Catalog in the Catalog Appendix).

GRIEVANCE PROCEDURE

The University of Florida, as a 504 institution, has provided grievance procedures to individuals concerned about access to the University since 1973. The following ADA grievance procedure is an updated version of the 504 procedure.

For all grievances other than issues of employment, the University asks that all complaints be filed with the University's 504 Compliance Officer and ADA coordinator. The University 504 Compliance Officer and ADA coordinator is Mr. Kenneth Osfield, Office for Student Services, P-202 Peabody Hall, Gainesville, FL, 32611, (904) 392-1261 (V/TDD). All complaints should be submit-

ted in writing, unless, as a result of a disability, that is not possible. In that case alternative arrangements can be worked out on an individual basis. Complaint forms are available through Mr. Osfield's and Dr. Hart's Office (refer to Grievance Appendix.)

For grievances relating to employment and in the event that the grievance is with the 504 Compliance Officer and ADA coordinator's office, then complaints can be filed with the University Title IX coordinator, Dr. Jacqueline Hart, 352 Tigert Hall, (904) 392-6004 (V). Persons with hearing impairment can contact Dr. Hart by using the Florida Relay Service at (800) 955-8771 (TDD).

The goal of the grievance procedure is to provide prompt and equitable resolution of complaints on the local level. The University office that receives the complaint will contact the grievant and explain what steps will be taken to provide an equitable resolution to the complaint. All complaints will be kept on file for a minimum of three years, detailing the outcome of the grievance process. If the grievant feels that the resolution was not equitable, the University official will then refer the grievant to the appropriate Federal agency. The grievance procedure is as follows:

ADA GRIEVANCE PROCEDURE

The University of Florida has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any actions prohibited by the U.S. Department of Justice regulations implementing Title II of the Americans with Disabilities Act. Title II states, in part, that "no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination" in programs or activities sponsored by a public entity.

All complaints, excluding those concerning employment or those filed against the ADA Coordinator should be addressed to:

Kenneth J. Osfield
Assistant Dean for Student Services
Office for Student Services
P202 Peabody Hall
Gainesville, FL 32611
(904) 392-1261 (V-TDD)

All complaints concerning employment or those filed against the ADA Coordinator should be addressed to:

Dr. Jacquelyn Hart
Assistant VP for Equal Opportunity Programs
352 Tigert Hall
Gainesville, FL 32611
(904) 392-6004 (V)
1-800-955-8771 (TDD)

1. All complaints should be filed in writing or verbally, contain the name and address of the person filing it, and briefly describe the alleged violation of the regulations.

2. A complaint should be filed within (180) days (Title II §35.170) after the complainant becomes aware of the alleged violation. (Processing of allegations of discrimination which took place before this grievance proce-

dure was in effect will be considered on a case-by-case basis.)

3. An investigation, as may be appropriate, shall follow a filing of complaint. The investigation shall be conducted by either Mr. Kenneth Osfield or Dr. Jacqueline Hart, depending on the nature of the grievance. These rules anticipate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.

4. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by either Mr. Kenneth Osfield or Dr. Jacqueline Hart, and a copy forwarded to the complainant no later than fifteen (15) days after its filing.

5. The appropriate ADA coordinator shall maintain the files and records of the University of Florida relating to complaints filed.

(On the back of the grievance procedure is a complaint form, refer to Grievance Appendix.)

PUBLIC NOTICE

The CPD in an effort to inform all members of the campus community that the University was in the process of completing a self-evaluation of all programs, services and activities, placed information in two local publications (refer to Public Notice Appendix). The CPD also asked the Student Council of the disABLED and the Disability Affairs Cabinet for feedback from students.

The CPD held its regularly scheduled monthly meetings and added a self-evaluation Forum to its agenda. The committee accepted input for the self-evaluation at the September 9, October 14, November 18, and December 9 meetings. Please refer to Public Notice Appendix for agendas and minutes of those meetings.

IN-SERVICE TRAINING

Since the ADA self-evaluation formally began in August 1992, the ADA coordinator has provided 46 different departments on campus with ADA Workbook information to assist the departments with the self-evaluation. In conjunction with the workbooks, the ADA coordinator has also conducted 32 in-service workshops on completing an ADA self-evaluation. (Refer to In-Service Appendix for listing of departments that received in-service and workbooks.) It is the recommendation of the CPD that each department have at least one in-service on ADA/504 issues each year. The preferred method of delivery would be for the ADA coordinator or his/her designee to make the presentation. If the department has a qualified person to make the presentation, then that option would be approved by the ADA coordinator.

In an effort to inform the academic and administrative units on campus about ADA and 504, a *Faculty Guide: Teaching Students with Disabilities* has been developed and distributed to all academic and administrative units on campus. The Guide, aimed at teaching students, contains information on ADA, 504 and Florida Statutes (refer to Publications Appendix). There is also a pamphlet on

ADA/504 available to students, staff, faculty and visitors, published by Student Services (refer to Publications Appendix). Information on ADA/504 is also contained in the *SUS Guide to Programs and Services for Students with Disabilities*, and the *University of Florida Guide to Programs and Services for Students with Disabilities* (refer to Publications Appendix).

The University Personnel Services Office has also conducted workshops for the campus community on employment issues and ADA. The number of workshops conducted since July 1992 is approximately 50 sessions. Refer to In-Service Appendix for listing of programs.

ACADEMIC AFFAIRS

Due to the size and scope of the University of Florida, one of the most difficult areas to assess was academics. The CPD developed a list of questions that were mailed to various academic units on campus to achieve a random sampling of the majority of existing programs. The number of returned surveys exceeded expectations (refer to Academic Affairs Appendix for all returned surveys). Most departments, once the procedure was explained, were more than willing to assist with this evaluation. Here, as in other surveys, the CPD wanted to see how the colleges and departments were providing services to persons with disabilities, especially those with physical, hearing and visual impairments.

Currently, only the graduate and undergraduate catalogs address access to programs and services for persons with disabilities. That access includes information about alternate print access, non-discrimination information based on disability, contact people for information on ADA/504, and Florida Relay Service information for the hearing and speech impaired (93-94). It is the recommendation of the CPD that any program publishing admission bulletin/catalog list information about services for persons with disabilities. During the next three years the CPD will work with areas publishing admission material to have all publications address access and services. Of particular interest are the professional schools.

Part of the survey addressed access to telephones for persons with speech and hearing impairments. The University campus needs to begin to provide access to the hearing and speech impaired by using either the Florida Relay Service or a TDD. If there is a person within the department, either student, staff or faculty, that has a speech or hearing impairment, the department should discuss telephone access with that person. If the person uses a TDD, then the department should seriously think about the purchase of a TDD. It is the recommendation of the CPD that each department begin to either list a TDD or FRS telephone number on its office letter head. This was a recommendation of the Technology and Computer Access for Persons with Disabilities Task Force (1992) (refer to Technology Appendix). To date there has been no action on that recommendation. It is further recommended that all publications that identify a telephone number also include either a TDD or FRS number. Those departments that have not asked for in-service or information on FRS or TDD access are encouraged to contact the ADA Coordinator for information. There are

pamphlets, stickers and a videotape explaining how to use the FRS available at the Office for Student Services.

Each department was also asked to address access for persons with visual impairments to public access documents produced by the department. Of interest were printed materials about programs and services within any department. Departments that asked for in-service training were instructed on how to make publications accessible. The CPD has asked that each department should have a minimum of two options for print related materials. Both the visually impaired and learning disabled should have access to alternate formatted printed materials. It is the recommendation of the CPD that, upon request, printed materials will be provided in an alternate format. It is necessary to determine the individual's preferred format. The first option suggested is large print. This can be accomplished by either enlarging the text on a copy machine (8.5 x 11 to 11 x 17 at 140%) or by changing the font size on a computer and print with a larger font. The second option is somewhat more complicated and depends upon the personal preference of the person with the disability. If the document is a lengthy publication, it is suggested that an audio cassette version be provided or that the information be provided to the person on computer disk. Currently there is no University program to provide departmental support for alternate print documents. However, the Office for Student Services can assist with the tape recorded version, through its textbook recording project called VOCAL-EYES (refer to Student Affairs Appendix). As a result of VOCAL-EYES being funded with a small operational budget from grant money, there will be a reproduction fee (for materials) charged to the department for this service. If Braille is requested, Student Services can assist with this, and a fee (for materials) will be charged to the department. The department in turn cannot charge . person asking for the alternate formatted document. It is the recommendation of the CPD that the University develop a university wide system for providing alternate print documents.

Departments were not asked to review their physical space as that part of the survey was contracted out by the Board of Regents and will be completed by the College of Architecture. However, each department was asked to list the facilities used by their respective departments. Access to all programs, services and programs is required under the guidelines of 504 and ADA, but due to the age of some of the facilities at the University of Florida, physical access to some areas is not always possible. In order to achieve physical access to all programs, services, and activities, the University will move the program, service or activity in question to an area that is accessible. For classrooms, access is readily achievable by moving the class to an area that is accessible. For special labs, museums, work stations, clinics, and exhibits, the circumstances vary and access will be provided in the best possible manner.

Some departments have special computer labs for students within their academic units. The CPD, through the Technology Task Force (refer to Technology Appendix) has recommended that the University provide funding for one full-time FTE to be responsible for computer access on campus (at the time of this

report, the position had been approved, but not been filled). This FTE would work with all departments in providing the technical support to alternate technologies for the disabled. All computer labs need to provide access to persons with any type of disability and the CPD recommends that at least one carrel be accessible to persons with physical, and visual impairments. The University currently has some labs equipped with access technology, but more are needed. Currently, the main support areas for the disabled are at the Visual Aids Reading Room, and CSE E211. Access is available to both the visually and physically impaired. All Macintosh computers are accessible to the visually impaired by a free-access program called "CLOSE VIEW" and accessible to some physically impaired by another free-access software program called "EASY ACCESS." All CIRCA labs have both programs installed on all Macintosh computers. It is the recommendation of the CPD that as departments receive requests for access to individual labs that the departments have a plan already developed to address the issue, and that the equipment be installed as soon as possible. The department on campus ultimately charged with computer access should also have a plan to assist these labs with access. The CPD recommends that equipment should be available to users no later than five working days after a request is made.

Admissions and recruitment to academic programs will be discussed in the admissions and registrar section (p. 40). However, it is important to note that recruitment of the disabled has never occurred at the University of Florida. People with disabilities are a protected class and deserve the same benefits and protections as other protected groups. It is the recommendation of the CPD that the University begin to recruit persons with disabilities as students and employees.

(To see individual departmental surveys please refer to Academic Affairs Appendix.)

Libraries

Health Science Center Library

The Health Science Center Library was asked to submit answers to specific questions about services provided by the library. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to the Academic Affairs Appendix.

Question: List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

A: The Health Science Center Library (HSCL) strives to ensure access to its collections and facilities for all its disabled patrons. However, there are areas where the Library is deficient in meeting this goal.

The Library is working closely with Mr. John Graves, Assistant to the Vice President and Chief of Operations, Health Center Operations and Services. Mr. Graves has been named ADA Coordinator for the Health Center and

has been involved in assessing the new requirements on behalf of the Health Science Center. A memo was sent to him on June 30, 1992 listing areas in the Library which should be addressed in order to ensure compliance throughout the Library (refer to Academic Affairs Appendix).

The BOR has issued a directive that all buildings within the SUS be evaluated for compliance with the ADA. A team, the ADA Accessibility Guidelines Compliance Survey Team, is presently working its way through all physical environments that comprise the University of Florida. It will soon be evaluating the HSCL. At that time, a complete list of facilities will be compiled by the Team and any areas which are not in compliance will be noted. The Library is waiting for this report and will act upon its recommendations.

Question: If you use any computer equipment in your programs, services or activities, what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities? Please list computer and computer software used.

A: Informatics Laboratory: The HSCL has a Medical Informatics Laboratory whose primary function is self-service database access. Staff are available to assist users with computerized database searches. With user input, Lab staff perform searches for patrons unable to utilize the services of the Lab due to physical disabilities. The Lab is equipped with twenty-three PS/2 Model 55-SX's, five Model PS/2 30's and seven Apple Macintosh's, model IIsi. The Lab provides on-site, modem, and network access to the following databases and computer applications: Complete MEDLINE 1966-to date, Toxline, AIDSLINE, PDR/MERCK, AMA-FRIEDA, APPLICATIONS SOFTWARE, Word Processing, and Spreadsheet.

The Informatics Laboratory (Room C2-3) and Classroom (Room C2-20) have wheelchair access. In addition, the Lab is equipped with one wheelchair accessible workstation. This workstation is, however, a temporary arrangement at best and not a permanent solution. Currently, no other special equipment or software is available.

LUIS: All HSCL materials are included in the LUIS on-line catalog. There are 10 LUIS terminals available for public use in the Library. Three of these terminals (one on each floor) are on tables designed for wheelchair access. In addition, patrons may access LUIS via any campus terminal connected to the NERDC mainframe or from any on or off campus personal computer with NERDC access.

Needed: Minimum of two composite workstations which are able to access all of the Library's resources. These workstations should be wheelchair accessible and equipped with the following:

- A large print screen display
- Software that turns the monitor into a large print display.
- Large screen (19 inch monitor)

- Voice synthesizer
- Keyboard adaptation. Large print or pictographic keyboard.

In addition, a Kurzweil Personal Reader is needed. A KPR is able to convert documents into a synthesized voice. It can scan, recognize and read aloud anything typed or printed.

Question: If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

A: The Library does not have telecommunications devices in place for the hearing impaired at present. The Library will add the statement, "For persons with hearing impairment please call.." and post the Florida Relay number — FRS 1-800-955 8771 (TDD) or 1-800-955 8013 (Voice/TDD) in the next printing of all its documents and on Library letterhead. In addition, a notice that an interpreter can be provided upon request through the VARR with advance notification will be posted in all relevant documents.

Needed: A Telecommunication Device for the Deaf (TDD) or Text Telephone. An Assistive Listening Device, such as the FM assistive listening system. This device is portable and can be used in meeting rooms and for one-to-one conversations.

Question: What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

A: All Library publications will include the statement that the publication is available upon request in alternate formats for persons with print related disabilities. The publications coordinator for the library, along with her phone number, will be listed as the contact person for all questions relating to alternate formats. Alternate formats include large print or Braille copies, when specifically requested.

Library publications include:

The Library Bulletin which is published bi-monthly and distributed to all faculty in the Health Science Center, all librarians on campus and other medical libraries in the region.

A Library Handbook which is distributed each year to new few faculty, staff and students. It contains useful library information and contains a description of Library services.

An Acquisitions List which is published monthly and distributed to all faculty.

Miscellaneous bibliographies which are published infrequently and made available to faculty and students. Examples of bibliographies are "Guide to Selected Reference Materials" and "Indexes and Abstracts in the Reference Collection".

Question: Describe any modifications in library policies, practices, services or facilities that will be required to ensure equal opportunity for persons with disabilities. Consider all user services and how they are delivered (or made accessible) to persons with disabilities, especially persons with visual impair-

ments (and their readers). Provide copies of any access programs or policies.

A: The HSCL has a number of special policies in place or in draft form so that no individual with special disability problems is treated unfairly. The Access: Services for Library Users with Disabilities at the University of Florida brochure applies to all libraries on campus. It lists a number of special services provided by the libraries (refer to Academic Affairs Appendix). In addition, the HSCL has a draft of the services available to its disabled patrons (refer to Academic Affairs Appendix).

The Informatics Laboratory has a draft policy for disabled patrons requesting a database search and requiring photocopies of articles generated by the search (refer to Academic Affairs Appendix).

A designated staff member has been named as the HSCL Coordinator for the Americans with Disabilities Act. She will be available to handle all disability questions during regular work hours. Her name will be posted on all Library publications and on the Library Directory sign. Another employee will handle those questions during weekend and evening hours. The Library will issue the following Policy Statement to all interested persons concerning its compliance with the ADA: "The Health Science Center Library makes our services, facilities, programs, and accommodations accessible to all its constituents, including those who have disabilities. Individuals with disabilities who wish to discuss their access to Library service or place a complaint concerning access have their concerns addressed quickly, courteously, and with as positive a result as possible, subject to the available resources of the HSC Library."

In addition, procedures for individuals with disabilities who wish to place a complaint or express a grievance concerning their use of the HSCL will have access to a grievance procedure which is being drafted and will be made available upon request.

A handout asking for specific suggestions from library users will be placed in strategic locations throughout the Library (refer to Academic Affairs Appendix). The handout asks the library user to list any problems or concerns in using the Library along with any suggestions for solutions. In addition, there is a suggestion box on the second floor of the Library. Patrons are encouraged to make suggestions which are posted along with replies.

The HSCL ADA Coordinator will lead a workshop for all Library staff in the spring semester. The goals of the workshop are to review current practice and policies and to include sensitivity and disability and awareness training. This will include basic information on the ADA and related laws, assistive devices, and communication skills.

College of Law Legal Information Center

The Legal Information Center was asked to submit answers to specific

questions about services provided by the library. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to the Academic Affairs College of Law Appendix.

A number of special services are provided by the Legal Information Center to insure access by disabled students and faculty/staff. Disabled users who require assistance may register with University Librarian Bob Munro at Room 161B, Legal Information Center, Holland Hall. Phone 392-0417. Services include:

Library catalog access: LUIS Computer catalog – - Most UF library materials, including items located at the Legal Information Center, are included in the University's on-line computer catalog, LUIS. The Legal Information Center has LUIS terminals located on the first, second, and third floors and most are wheelchair accessible. Disabled users needing special assistance may also request help from the Reference librarian on duty at the Reference desk located in Room 170, Holland Hall, the Legal Information Center's main reading room.

Borrowing: Deputy borrower authorization — Disabled users may authorize another individual to check out material for them. Authorization should be made through Susy Potter, Head of Circulation, Legal Information Center, Room 161C, Holland Hall.

Reference assistance: The Reference staff of the Legal Information Center is available during posted Reference desk hours to assist with locating and using the Center's resources. Arrangements for in-depth reference consultation and assistance with database searches may be made at the Reference desk, Room 170, Holland Hall or by calling 392-0417 and requesting References Services.

Requests for library book retrieval: Retrieval assistance is available at the Legal Information Center by requesting assistance from University Librarian Bob Munro at the main Circulation desk, first floor, Holland Hall. Books will be retrieved immediately if staff is available. Otherwise, retrieval is generally available within two hours of a request. Reduced staff during evenings and weekends requires considerably longer retrieval times. (Please note that Circulation desk attendants who check out books and assist users at the Circulation desk are not authorized to leave the desk to retrieve library books).

Telephone requests for retrieval of a specific book may be made by calling Dr. Munro at 392-0417. Available items will be retrieved and held at the main Circulation desk on the "Hold" shelf for pickup by the user or the user's deputy borrower. As previously mentioned, reduced staff time restrictions are also relevant to telephone requests. Requesters are advised to call before coming to the Center to be sure that the book was found and is available for pickup.

Any Reference staff member located at the Reference desk just inside the entry

doors to Room 170 will be pleased to assist any reasonable request from a disabled user. Let them know if you need assistance.

Book renewal: Registered disabled users may request renewal of their books borrowed from the Legal Information Center by calling Susy Potter, Head of Circulation, at 392-0417.

Smathers Libraries

The Smathers Library System has been on the forefront of access for persons with disabilities here at the University of Florida. The original Visual Aids Reading Room was housed in the Smathers Library, and the first Kurzweil Personal Reader was obtained with the assistance of the library. The Smathers Library was also the first of all libraries to recognize the need for special assistance to persons with disabilities and developed programs to make access easier. The Access pamphlet published by the Smathers Library is one example of their effort towards access (refer to Academic Affairs Appendix).

The Smathers Library was asked to submit answers to specific questions about services provided by the library. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to the Academic Affairs Appendix.

Question: Describe the telecommunications services that are available within the University of Florida Smathers Library System for persons with disabilities.

A: The Florida Relay Service (FRS) is set up to assist the hearing impaired with communications with persons who are not hearing impaired. FRS calls- whether local, long distance, international, collect, person-to-person, third party, or credit card- will be answered by a Communication Assistant (CA) at the FRS Center in Miami. The Communications Assistant passes along the message of the hearing impaired person and visa versa. There is no charge for this service, except on long distance calls which are offered at tariffed discount rates.

The libraries do not have permanent possession of a TDD (Telecommunications Device for the Deaf) to assist the hearing impaired and wish to utilize the Florida Relay Service from library spaces. This service is available from the Office for Student Services in Peabody Hall.

Question: Are the publications available through the library system available in alternate formats for persons with disabilities?

A: Any handouts about library computer databases or services will be reprinted in large print format upon request.

Question: Describe the computing services available through the Library for persons with disabilities.

A: The Libraries' on-line computer system is called LUIS (Library User

Information Service). LUIS contains several databases, including the catalog to the collections of the Libraries and indexes to articles in journals. The Libraries have made LUIS terminals available in all campus libraries, and accessible to persons in wheelchairs. Personal assistance in using or reading LUIS is available at the service desks in each location. The Libraries also provide access to LUIS by dialing in from home or office, provided the user has a computer and modem. LUIS is available in the VARR and in CIRCA computer lab in CSE 211, at workstations equipped for visual and motor impaired.

In addition to those databases which are available on LUIS, the Libraries provide over 80 other databases on computer in CD-ROM format. These CD-ROM disks are used on computers in the Libraries. The workstations are at table height. Personal assistance with using CD-ROMs in the libraries or downloading is available at the service desks.

LUIS terminals and CD-ROM workstations are IBM or IBM-compatible machines.

The Libraries own a large computer tape collection that require a mainframe for access. Upon request, Library Systems staff transport these to NERDC where they can be mounted for use by all users.

Question: Describe the policies and practices of the University of Florida Smathers Library System as they pertain to physical accessibility for persons with disabilities.

A: The comprehensive policy statement pertinent to accessibility for persons with disabilities can be found in the Academic Affairs Appendix. The Smathers Libraries' facilities consist of two "main library" buildings, Library West and the Smathers Library (formerly Library East), the Marston Science Library, and three branch libraries: the Education Library located in Norman Hall; the Music Library located in the Music Building; and the Architecture and Fine Arts Library located in Fine Arts "A". The Journalism Reading Room is located in Weimer Hall.

The libraries have assisted the College of Architecture in a physical survey of its facilities to identify physical barriers to access in accordance with the standards set forth in the American Disabilities Act. The results of the survey are not available at the time of this printing. Once the barriers to access have been identified, methods to remove them, and/or another means to provide the service will be provided. If anyone encounters physical barriers to library services or information, they may request assistance from library staff or inform the Library Facilities Planning Office at 392-4500.

Providing equal access to services and information in the Smathers Libraries physical facilities is a commitment of the library administration. As academic programs grow and change, libraries must make appropriate changes in collections, services, staffing patterns, and facilities. The University of Florida offers one of the nation's broadest and most diverse academic programs. Its

master plan outlines further expansion of and additions to academic offerings, and its research activities continue to increase. Consequently, the Smathers Libraries, which constitute the state's largest research library, will continue to require additions to collections, to services supporting use of the collections, and to library staff (to acquire, catalog, and assist in the use of materials in new areas). With additional collections, services, and staff, continual accessibility evaluations will be required.

The amount and the configuration of space in the libraries have a definite impact on accessibility to services and information. In order for the Smathers Libraries to fulfill the commitment of equal access, there must be sufficient space reasonably arranged to:

- Provide conveniently accessible, secure, climate-controlled facilities for all users for collections in a variety of formats; and
- Provide functional working conditions for staff. This includes public space for services and technology that facilitate access and use of collections and behind-the-scenes areas that promote efficient work flow.

Question: Is there any additional information that should be provided pertinent to the services and programs available through the Smathers Library system regarding persons with disabilities?

A: Persons who may require special assistance in case of an emergency should introduce themselves to library staff at the Circulation Desk and inform them where they expect to be located in the facility. This information will aid staff and rescue personnel to locate them in case of an emergency.

Office of Instructional Resources

The Office of Instructional Resources (OIR) was asked to submit answers to specific questions about services provided by the department. The following is a list of those responses. For a more complete listing of the responses and other supporting information submitted, please refer to the Academic Affairs Appendix.

The Office of Instructional Resources provides academic support services to faculty and students at the University of Florida. Answering directly to the Provost, the Director of OIR oversees programs for faculty and curriculum development, media production and utilization, testing and evaluation, and instruction and tutorial support for certain language, mathematics, science, engineering, and business courses.

Services for Faculty. OIR's services to faculty, most of which are free, include the following: instructional support activities; the Mini-Sabbatical Program; the Faculty Support Center for Computing (sponsored jointly by OIR and the Center for Instructional and Research Computing Activities); audiovisual equipment distribution; a film and video tape library; equipment maintenance and repair; instructional television production; photography; graphics; print

duplicating services; audio/video duplicating services; and testing and evaluation services.

Services for Students. Services to students, all of which are free (tuition for reading and writing credit bearing courses is the one exception), are provided through the Reading and Writing Center, the Teaching Center, the Language Learning Center, and the Testing Division of OIR.

Other Media Centers. OIR provides specialized media centers for two colleges: the Educational Media Center for the College of Education and the College of Business Administration Media Center. In addition to the distribution of equipment and educational media in Norman Hall, the Educational Media Center provides technical support for the Counselor Education Television Laboratory and production of instructional video tapes. The Business Media Center is responsible for the production and playback of instructional videotapes for courses scheduled by the college, consultation and technical assistance in instructional television, and related media services.

Facilities and Equipment. OIR's offices are housed in numerous buildings across the university campus. The scattering of its facilities across campus is generally positive because this provides for easy access for faculty and students. The main OIR office is centrally located on the ground level in Turlington Hall, the building which also houses the administrative offices of the College of Liberal Arts and Sciences and numerous classrooms. OIR's satellite facilities are strategically located near the populations that have been targeted for service. (e.g., The Educational Media Center located in Norman Hall which houses the College of Education.) Instructional support equipment is stored in classrooms in many cases and additional equipment is deposited within a store room for checkout by faculty as needed.

Question: Describe the telecommunications services that are in place within OIR to address the communication needs of persons with disabilities.

Answer: All departments within OIR use the Florida Relay Service (FRS) for distant communication with the hearing impaired. The TDD number for the Relay System has already been added to the letterhead stationery of the Teaching Center and will be added to all OIR departments' stationery as new stationery is printed.

Question: Are the publications available through OIR available in alternate forms for persons with disabilities?

Answer: All publications from any department within OIR will be made available to visually impaired persons in large print format within one working day of the request.

Question: Describe the computing services available through OIR and the availability of these services to persons with disabilities.

Answer: Any access problems related to computer or software usage by

persons with disabilities are addressed under the specific departments within OIR that utilize that technology.

Question: What is the procedure within OIR that is established to address access to service problems that may occur?

Answer: Any access problems that may be experienced by disabled students are addressed under the specific department within OIR that offers the service which may not be easily accessible.

Question: Describe the specific services that are offered by OIR and how these programs and services are accessible to persons with disabilities.

Answer: OIR has seven program areas that provide assistance to students. The following outline lists those programs, services, facilities and equipment.

A. Reading and Writing Center

Classes. The reading and writing classes are small and can accommodate two or three persons in wheelchairs should the need arise. Although the instructors are not trained in discerning learning disabilities, they are very sensitive to how well students seem to cope with the material when they first arrive. In fact, several students with learning disabilities have taken the classes in the past, and others have been referred for diagnostic testing.

The CLAST Assistance Program. The individual nature of this program lends itself to students with a variety of disabilities. In the past, we have been able to accommodate students in wheelchairs, blind students, and students with hearing impairments. Audio tapes and computer materials, as well as printed material, are available in both labs.

Open Time Program. While we do not have anything specifically set up for people with disabilities, the instructors in both labs are inventive in adapting materials to students with special needs. In addition, preparation for professional exams (GRE, LSAT, MCAT, and GMAT) is provided in printed form and/or on computer disks, and on audio tapes.

External Workshops. Because workshops on CLAST, the GRE, and Thesis and Dissertation Writing are held in whatever rooms are available on campus, we have no way to make provisions for students with disabilities other than to provide them with packets of materials.

It is the recommendation of the CPD that OIR investigate the need to hire a professional who is trained to work with persons with learning disabilities.

1. Facilities

a. The Reading Center is a long narrow room arranged in a way to maximize the space. Therefore, a long table extends the length of the room with carrels lining a long wall and computers lining the far end wall. The Writing Center is a small square room with computers lining two walls and desks arranged in rows in the middle. It is entered through an anteroom about 6' by 6' off a main corridor.

b. A person in a wheelchair would find it difficult to use the computers in the Reading Center because he or she could not get by the long table very readily. For the same reason it would be hard for someone in a wheelchair to use the audio tapes at the carrels. The Writing Center is more accessible to someone in a wheelchair although the little anteroom outside adds an additional obstacle to entry. Present facilities are so limited in space that renovations would not be a solution to the access problem. Therefore, the computers and tape players will be moved to an accessible area for a physically disabled student when the need arises. Care will be taken to plan for disabled students if/when the present facilities are expanded or new facilities are assigned.

2. Computer Equipment and Software

Both IBM and Macintosh computers and computer materials are used. Software for enlarging the print is resident on the Macintosh and will be procured for the IBM when needed. Individualized tutoring by trained tutors is used to assist students who are unable to use the machines housed in the labs.

B. Teaching Center

The Teaching Center is an academic, instructional unit serving the students and faculty of the University of Florida. The specialized components of the Teaching Center include:

Tutoring. Tutors are hired for specific courses and/or subject areas - primarily math, science, engineering and business. Tutoring is done on an individual and group basis, depending upon the preference/needs of the students and tutor availability.

Systematic Math Review. Students who need a general review of some area of mathematics, rather than tutoring for a specific course in which they are enrolled, are assisted through the systematic math review program. Students request this help in order to prepare for such courses or tests as Pre-calculus, the CLAST, and the GRE.

S.E. Broward Mathematics Tutoring Center. Tutoring is available on a walk-in basis for Pre-calculus, Calculus I, and Survey of Calculus I. Close coordination between instructors and tutors is accomplished through the tutor coordinator. Also, test reviews are conducted by these tutors prior to regularly scheduled exams.

Study Skills Assistance. Another service offered to students through the Center is study skills advisement. The Study Skills Improvement Program is designed to help each student assess the adequacy of his/her current study habits and attitudes and then design realistic plans for improvement. Individual advisement and group workshops are provided.

Competency Testing. Various competency tests which are required by courses or departments are given and scored in the Center. Several forms of each test are given to the Test Coordinator. The instructor or college representative notifies the Test Coordinator of who should be taking the test and of test deadlines. Some tests are given on a

walk-in basis on specified days and others require prior appointments. Each test is administered in the Teaching Center and is scored immediately by a laboratory assistant. If the criterion set by the instructor/college is met, the testing is complete. If the student fails, additional tutorial help is given and the student is given another form of the same test after a specified waiting period.

Summer B Special Admission Program. Arrangements are made with Santa Fe Community College and University of Florida departments to provide sections of reading, writing, mathematics and study skills courses appropriate to the entering skills of the special admission students. Initial placement into courses is based on SAT and ACT scores. Students may place out of these required courses by achieving specified scores on placement tests administered during Summer B orientation. A low student-teacher ratio is maintained in these skill building courses and student progress is monitored.

Academic Program for Athletes. Office of Instructional Resources works closely with the University of Florida's athletic program to provide an academic program which aims to retain selected athletes through the first two years of their University program. During the summer semester, student athletes are in classes with other special admission students. During fall and spring semesters, student athletes enroll in classes with regular admission students. Classroom instruction is supplemented by regularly scheduled help sessions. Student progress is carefully monitored. Special attention is given to establishing self discipline and good attendance patterns.

1. Facilities

a. The tutoring, study skills assistance, and testing programs are housed on the ground level of Southwest and Southeast Broward Hall; the furniture consists of tables, chairs, chalkboard.

The systematic mathematics review program is housed on the ground level of Southwest Broward Hall; IBM computers and software are minimally used to teach basic math skills.

The classes for the Summer B Special Admission program and the Academic Program for Athletes are conducted in regular classrooms across campus as assigned by the Office of the Registrar; the furniture consists of desks, tables, chairs.

b. The women's restroom on the Southwest side of Broward is not easily accessible and the doors on the Southwest and Southeast sides are obstacles to persons in wheelchairs. As renovation money becomes available, they will be replaced. In the meantime, Teaching Center staff will continue to help students circumvent any structural obstacles.

2. Computer Equipment and Software

IBM computers and software are minimally used to teach basic math skills. Students with disabilities which would prohibit their use of this software are tutored individually by a trained staff member.

It is the recommendation of the CPD that OIR investigate the need to hire tutors trained to work with persons with learning disabilities, and that OIR contact the Department of Special Education for possible assistance.

C. Language Learning Center

The Language Learning Center provides services for foreign language departments at the University of Florida and students taking foreign languages. These services include the exchange of audio cassette tape, equipment to view video tapes, and three areas that entire classes with an instructor can use. One of these three areas is equipped with 15 IBM computers and 15 audio listening stations with volume control. The other two areas each have 35 audio listening stations with volume control and with an instructor console.

It is the recommendation of the CPD that OIR and the Foreign Language Department investigate the need for a sign language sequence option that would fulfill admission requirements and specific departmental requirements.

1. Facilities

a. The Language Learning Center provides audio tapes, videotapes, and access to computer software for foreign language students. 103 Dauer Hall has 70 listening carrels for classroom and individual student use and 6 televisions with VCRs for videotape viewing. 215 Dauer has 15 IBM PC's and printers with network access for classroom and individual student use. 203A Dauer has a film projector, VCR and foreign standard VCR for faculty video and film previewing and for student viewing of foreign standard videotapes.

b. 103 Dauer is accessible to wheelchairs by the lift at the northwest corner of Dauer Hall. Two cassette decks will be labeled for visually impaired students, providing access to the listening laboratory facilities. 215 Dauer, the computer laboratory, is not accessible to wheelchairs, nor is 203A. Arrangements can be made to view foreign standard videotapes in 103 Dauer on request. No videotapes in the collection are closed captioned.

2. Computer Equipment and Software

There are 15 IBM PC's and printers available for student use. Software for enlarging the print will be procured for the IBM when needed. Individuals unable to use the equipment because of physical disability will be assisted by trained personnel.

D. Educational Media Center

Educational Media Center. The Educational Media Center provides faculty, staff, and students of the College of Education with media services for use in classroom, individual, or group presentations. Equipment is delivered, set up and picked up after use. Portable items, such as slide projectors and audio cassette recorders can be checked out directly at the EMC. Films and videos are sent from the Equipment Room at Turlington Hall and distributed with the equipment from the EMC when requested by faculty. A small selection of media materials may be purchased from the media center, such as overhead transparencies, poster board, etc.

OIR Television Studio. Full time faculty may request OIR's assistance in the production of instructional video tapes for use in their classrooms. Video productions are shot in the studio, on location or combinations of both and then edited in to a final format from which distribution copies are made. There is no charge to the faculty member or their department.

1. Facilities

a. EMC - located in G-521 Norman Hall. Equipment used in performance of daily duties are the telephone, cash register and assistance with the lamination machine.

TV Studio - Located in G-502 Norman Hall. Equipment used includes TV cameras, character generator, video editing machines, audio board, lighting, microphones and other various studio equipment.

b. EMC - There are no problems with accessibility to the facility or services. The ground floor of Norman Hall has a disabled access and our services consist almost exclusively of delivering equipment to a destination.

TV Studio - There is a disabled entrance to the studio area and services are of a request type nature. There is no problem with access to the facility by persons with disabilities.

2. Computer Equipment and Software

There is no computer equipment distributed by our department.

E. Faculty Support Center for Computing

The primary purpose of the Faculty Support Center for computing is to provide the following services to faculty, A & P personnel, and post-doctoral associates at the University of Florida:

- Training in the use of both microcomputers and mainframe interactive services;
- Consulting on the use of micro and mainframe computing;
- Training in the development of computer-related instructional materials;
- Support for the development of coursework to be used in class room instruction; and
- Access to networked microcomputer and mainframe computing resources;

The secondary purpose of the FSC is to provide training for USPS employees in the use of both microcomputers and mainframe interactive services.

The primary activities of the center are group training in the use of computing and individual production of faculty projects with consultant assistance as needed.

1. Facilities

a. The classroom in 2223 Turlington Hall contains 10 tables holding two computer workstations on each. At the front of the room, the instructor has an overhead projector on a cart and a separate table with a computer workstation and Comweb equipment. There are

two stools in the back of the room for student consulting assistants. There are also 16 computer workstations in the workroom in 2215 Turlington Hall.

b. The tables and workstations in both the workroom and classroom are not designed for accessibility by people in wheelchairs. CIRCA can provide a different workstation if needed, but there is little room in the classroom for an additional table to be placed. When requested by a person with a disability from the client group served by the Center, appropriate adjustments will be made to accommodate the individual.

2. Computer Equipment and Software

There are 20 computer workstations (IBM) in the classroom in 2223 Turlington Hall. The instructor has a computer workstation and Comweb equipment. There are also 16 computer workstations in the workroom in 2215 Turlington Hall. The workroom in 2215 Turlington Hall contains 16 computer workstations (7 HP Vectras, 6 Macintoshes, 1 IBM PS/2 Model 50, 1 Apple IIE, and 1 IBM 4-drive PC).

F. Testing Program

The Testing division of OIR administers placement examinations in Mathematics and Chemistry and the College Level Academic Skills Test to University of Florida students. In addition, examinations for external testing agencies are administered in accordance with the policies and procedures of those agencies. A test scoring service is also provided for University faculty.

The following services are provided for special testing conditions as needed:

- Readers are provided for the placement examinations.
- Examinations on magnetic tape, large print books, Braille test books, extended time, and amanuensis (scribes) are offered to examinees as specified by the external agencies.
- Examinations on magnetic tape, Braille and large print examinations, amanuensis, computers, extended examina tion time are offered to Univer sity students who are identified as students with disabilities by the Office for Student Services.

1. Facilities

a. All tests are administered in buildings that are accessible to persons with disabilities. Special arrangements are made on an individual basis for individuals who require special equipment such as tape players or computers. Notification to individuals with disabilities about requests for special testing conditions is published in the student newspaper, in testing brochures, in the University Schedule of Courses, and in the University Catalog.

b. There are no problems that limit accessibility to testing facilities or programs.

2. Computer Equipment and Software

We do not utilize any computer equipment or software in testing except as approved for a student with a disability.

G. Teaching Auditoria and Equipment Distribution

Teaching Auditoria: Provide student assistants to assist faculty teaching in Carleton Auditorium, Norman Auditorium, and the Turlington Lecture Halls. Provide equipment in other lecture halls such as McCarty Auditorium.

Equipment Distribution: Provide a wide variety of equipment to all faculty for instructional purposes. Equipment used in Turlington Hall is not delivered except in the case of faculty with disabilities. All equipment used in other locations is delivered except for video equipment which must be picked up. Assistance is provided to those with disabilities.

1. Facilities

a. The equipment room in Turlington 1215 is accessible to those with disabilities or staff will provide assistance. An assisted listening device which may be checked out to faculty for student use in amplified sound auditoria is on order. Also, a closed caption device to be checked out on demand should be available by spring term.

b. There are no known problems of accessibility. We will provide assistance if needed.

2. Computer Equipment and Software

We do not distribute any computer equipment or software.

OIR does not offer degree programs; however, OIR will on an annual basis review its activities to make certain that students and faculty with disabilities are being served. OIR will ensure that its policies and practices are consistent with the guidelines set forth in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

ADMINISTRATIVE AFFAIRS

The Office for Administrative Affairs was asked to submit answers to specific questions about services provided by the division. The following is a list of those responses. In addition to areas discussed on pages 30 through 35, the Office for Administrative Affairs is responsible for Dining Facilities and Services found on pages 48 through 51 and the Stephen C. O'Connell Center found on pages 86 through 88. For a complete listing of responses, please refer to Administrative Affairs Appendix.

Question: Describe steps taken to ensure that persons with hearing and speech impairments will have equal access to telecommunication services.

A: The University of Florida Physical Plant Division (PPD) Telecommunications implemented The Florida Relay Service to assist hearing impaired in making and completing calls. This allows hearing and speech impaired individuals to make regular telephone contact with anyone. This program was initiated as of June 1, 1992, and was advertised in the August 1992 Physical Plant Division newsletter. A copy of that article is on file in the Administrative Affairs Appendix. The FRS information is listed in the 1992-93 University Phone Directory (refer to FRS/TDD Appendix).

A: The PPD has implemented a program to replace emergency elevator phones with ADA compliant devices, as the opportunity permits itself. As existing phone units become defective or vandalized, they are replaced with ADA compliant units that activate a light on the unit when the unit is in operation.

A: The PPD provides consulting or assistance to university departments that inquire about obtaining a TDD. University departments that normally do not provide telephone access to the public are not required to provide these devices; however, departments may want to do so as a courtesy. The PPD is currently preparing a bid for establishing a source for TDD devices.

A: The PPD is coordinating with Southern Bell Coin in surveying all university pay phones to ensure ADA compliance. The survey will include accessibility issues as well as providing Text telephones or TDD devices.

Question: List all policies and practices of the institution related to student transportation, including the use of automobiles by students, student parking, or those dealing with the use of campus vehicles. Also, list any policy relating to parking for staff with disabilities. Are there assigned spaces? Or is there transportation provided?

A: All students are allowed to register automobiles and park on campus. Student parking is provided in specific lots. A student with a state disability permit is not restricted to the student lots and may park in any lot, including faculty and staff lots. Additionally, anyone with a state disability permit may park in identified disabled spaces and metered spaces. Faculty and staff with disabilities may receive an assigned space. The University operates a shuttle service on campus for individuals with disabilities. Arrangements for pick up and delivery can be made in advance or upon request. The purchase of a bus pass is required, as with regular transit.

Question: Discuss steps that will be taken to ensure that all students (including those with sight or hearing impairments) are informed of the transportation services that the institution provides for its students.

A: Information regarding the University's parking rules and regulations and transportation services is available at Parking Administrative Services, the University Police Department, Student Traffic Court, and the Office for Student Services. This information is available in alternate format for individuals with sight impairments upon request to Parking Administrative Services. Refer to Administrative Affairs Appendix for parking survey and parking map.

Question: List all transportation services provided by the institution, including but not limited to subcontracted services. Are these services accessible to persons with disabilities? How will you ensure that current services and future services do not discriminate on the basis of disability?

A: The University operates a shuttle service (HANDIVAN) for individuals with disabilities. This service is available for pick up and delivery anywhere on campus. The University also contracts with the City for bus service on campus. The City's buses do not currently comply with the ADA; however, the City has obtained a grant to purchase four accessible buses and hope to have full fleet compliance by the year 2000.

Question: Are maps available listing locations of disabled parking spaces? If no, are there plans to make maps available? If yes, where are the maps located?

A: Yes, maps are available at Parking Administrative Services, Building 112 North South Drive; The University Police Department, Building 51 Museum Rd; and the Office for Student Services, Room 205 Peabody Hall.

Question: Does your institution provide vending machine services? If yes, how will you ensure that vending machines are accessible to students, and staff?

A: Yes, vending machine service is available to students and staff on campus. Several years ago, the vending industry began lowering the coin mechanisms and buttons on vending machines to allow chair users to insert money into the slot and select a product with less effort. The product dispensers on all machines are located within easy reach of chair users. Most machines are located in extra-wide hallways or in stand alone buildings with wide entrances and no steps.

Question: Discuss the accessibility of stores owned or operated by the institution, from which students are normally expected to purchase books or materials for course assignments. What steps have been taken to ensure that all operations will be accessible to students and staff?

A: The University of Florida Bookstore operates three stores on campus. Following is a discussion of accessibility in each store:

The Hub Building:

a. Parking areas: Disabled parking spaces located next to store.
b. Elevators: Accessibility to all floors for the general public.
c. Bathrooms: Accessible.
d. Aisles: Major traffic areas are all wide enough for easy access.
e. Ramps: Main sales floor is on two levels and is accessible by a ramp.
f. Doors: No internal door limits accessibility to customer areas.
g. Check out aisles: Major check out aisles are wide enough for wheelchair access.
h. Dressing rooms: Accessible to wheelchairs.

Medical Center Store: This store is located inside of the J. Hillis Miller Health Center Building. This building is accessible to persons with disabili ties and there is elevator service to the floor where the bookstore is located.

a. Aisles: Major traffic aisles are all wide enough for easy access.

b. Doors: No internal door limits accessibility to customer areas.
c. Check out aisles: Major check out aisles are wide enough for wheelchair access.

J. Wayne Reitz Union Store: This store is located inside of the J. Wayne Reitz Union Building. This building is accessible to persons with disabilities and there is an elevator to the floor where the book store is located.

a. Aisles: Major traffic aisles are all wide enough for easy access.
b. Doors: No internal door limits accessibility to customer areas.
c. Check out aisles: Major check out aisles are wide enough for wheelchair access.

Facilities Planning

The Facilities Planning Division has been an active member of the CPD. During each meeting of the CPD, a representative from Facilities Planning informs the committee of major projects currently underway.

The CPD, in an effort to ensure building access to the disabled community, asked Facilities Planning to develop and incorporate information on access in its *Planning Design and Construction Information Guide* (refer to Administrative Affairs Appendix).

To further the University's proactive stance to equal access, the University has enacted internal building policies that go beyond the scope of the Uniform Federal Accessibility Standards (UFAS), Americans with Disabilities Act Accessibility Guidelines (ADAAG) or State guidelines. For example, starting in January of 1990, whenever feasible, all new construction projects will have electrically operated main entrance doors. Also, Facilities Planning informs all companies bidding on projects at the University of Florida, under its Construction Standards, that all projects will conform to ADA guidelines (University of Florida ADA Transition Plan, p. 6). Whenever possible, Facilities Planning has also tried to have projects that were in design after January 1990 conform to ADAAG standards.

Under the direction of Facilities Planning and with the approval of the CPD, in accordance with Title II §35.151c (Choice of Standard: UFAS or ADAAG) the University has decided to use the Americans with Disabilities Act Accessibility Guidelines (ADAAG) for buildings and facilities (Transition Plan, p. 6).

Physical Plant Division

The Physical Plant Division (PPD) is an active member of the CPD and provides engineering and construction support for accessibility projects. The University of Florida provides money to the CPD for access projects. Funding normally comes from PECO funds, but is occasionally supplemented by the University Athletic Association and maintenance funds. As new access projects are identified by the CPD, Physical Plant provides an estimate of expected design/construction costs. The CPD determines what projects are to be supported and establishes priority (refer to CPD Appendix).

Design for access projects are normally accomplished by PPD at no expense. Occasionally, complex renova-

tion requires outside consultants. Any fee associated with consultants are negotiated by Physical Plant and paid by access funds. Construction is completed by either outside contractors or Physical Plant personnel. Each month, the Physical Plant representative reviews the status of accessibility projects and funding with the CPD members. New projects and adjustments in the priority list are discussed.

Telecommunications

The University of Florida has taken action to ensure that applicants, participants and members of the public with disabilities will have equal access to telecommunications both into and out of the campus. The University has four offices with TDD's:

Office for Student Services
P-202 Peabody Hall
(904) 392-1261 (V/TDD)

University Police Department
Museum Rd.
(904) 392-1111 and 911 (V/TDD)

Shands Teaching Hospital
Social Services
(904) 338-9803 (TDD)

Office of Special Education
Norman Hall
(904) 392-0701 (V/TDD)

For access to all other areas of the campus the University is utilizing the Florida Relay Service. Whenever appropriate, the Florida Relay Service (FRS) phone number is being advertised in University publications. Currently the FRS is being listed in the University Telephone directory, most of the Office for Student Service publications, and the *SUS Guide to Programs and Services for Students with Disabilities* (refer to FRS/TDD Appendix). The 1993-94 issue of the University *Undergraduate Catalog*, *Graduate Catalog* and *Schedule of Courses* will have the FRS information listed. Over 500 copies of the FRS bulletin are being distributed throughout the University. It is the recommendation of the CPD that departments list either a TDD or FRS number on office letterhead and in any document that list an office telephone number.

For agencies that have frequent contact with persons with speech or hearing disabilities, it is suggested that the agency purchase a TDD for one-to-one communication. The University, through the Office for Student Services (P-202 Peabody Hall) will also provide TDD's to individuals and campus agencies on a loan basis. In the event that persons with speech or hearing disabilities need to use a TDD, the Office for Student Services will also provide free TDD access for local calls and for long distance calls provided a calling card is used.

The primary TDD number for the University, located at Student Services, is published annually in the University *Telephone Directory*, *Student Guide*, the *University of Florida Guide Book to Programs and Services for Students with Disabilities*, on the letterhead of the Office for Student Services, *SUS Guide to Programs and Services for Students with Disabilities*, the *University Under-*

graduate Catalog, *Stepping Stones*, the *Schedule of Courses*, and the *Graduate Catalog*. (Refer to FRS/TDD Appendix for examples.)

Emergency Services

The University of Florida Police Department (UPD), Gainesville Police Department and Alachua County Sheriff's Office are all equipped with a TDD/TTY equipment to allow the hearing and speech impaired to communicate with them. This also includes the 911 services for fire and ambulance. A hearing or speech impaired person on campus or off can communicate with these agencies by using their TDD for any emergency by just calling 911. The 911 system is answered at a central dispatch location, then routed to the proper agency.

If a hearing or speech impaired person on campus wants to make a report of any kind, excluding an emergency, all they need to do is dial 392-1111 on the TDD and UPD will send an officer to assist them.

The University of Florida Police Department has a letter of agreement with both the Gainesville Police Department and the Alachua County Sheriff's Office for them to notify our agency when they receive a 911 call for either fire or ambulance service and UPD will send an officer to assist or take a report as needed.

The University also has an emergency evacuation procedure in place in case of campus emergencies such as fire, bomb threats, chemical spills and other emergency incidents. This is a voluntary procedure in which the CPD, Division of Housing, UPD, Gainesville Police and Fire Department are involved. Employees that may need assistance during emergencies are asked to fill out an emergency evacuation form. Students who chose to live in campus housing are also asked to provide information on assistance needed during emergencies. (Refer to Emergency Appendix.)

During an emergency, the UPD, Gainesville Police and Fire Departments will review their data bases to see if anyone in the affected area requires any special assistance. The emergency units then respond accordingly.

EMPLOYMENT

This section is being completed by Dr. Jacquelyn Hart, Assistant Vice President for Equal Opportunity Programs. For a complete listing of the employment self-evaluation, please refer to the Employment Appendix.

FACILITIES ASSESSMENT

A comprehensive facilities assessment for compliance with the ADA Accessibility Guidelines (ADAAG) is being completed by a team led by Professor James West of the College of Architecture. The survey is being conducted on a room by room basis within the buildings. In addition to the interior spaces, the survey includes an assessment of compliance for the exterior accessible routes on campus. All surveyed areas, both interior and exterior, are being checked for compliance with all of the requirements of the ADAAG. Upon completion, a summary of this study will be added to the Facilities Appendix.

Facilities are constantly being reviewed by the CPD for access. Each year, for the past three years, at least 25

projects have been initiated and completed in order to improve access for persons with disabilities (refer to CPD Appendix for a list of projects initiated or completed since 1989). The CPD works with both Facilities Planning and Physical Plant to accomplish these changes. The CPD realizes that access at the University is difficult for some individuals and has made providing access a top priority. With the completion of the BOR survey, the University will have, for the first time, a comprehensive plan that lists areas that need to be brought into compliance with ADA.

STUDENT AFFAIRS

The Division of Student Affairs at the University of Florida is very active in the promotion of equal and complete access to all programs, services and activities within the Division and on the campus as a whole. Within the Division is the Office for Student Services. The Office for Student Services has an Assistant Dean responsible for programs and services for students with disabilities. That Assistant Dean is also the University of Florida 504 Compliance Officer (for all areas except employment) and the University ADA Coordinator (for all areas except employment). The Assistant Dean is also the chair of the Committee on Persons with Disabilities. The primary responsibility of the Assistant Dean is to act as an advocate for students, faculty, staff, and community members with disabilities. The Assistant Dean not only works with all areas within Student Affairs, but also all other areas on campus for the promotion of equal opportunity and access for persons with disabilities.

Within Student Affairs, all departments were asked to complete a self-evaluation of their programs, services and activities. All areas responded, and those self-evaluations are contained within the Student Affairs Appendix. The following offices completed self-evaluations: Admissions and Recruitment (Academic Affairs Department); Career Placement and Resource Center; Counseling; Gator Dining (independent and within Administrative Affairs); Housing; J. Wayne Reitz Union, Student Activities; Student Financial Affairs; Student Health Care Services (Health Science Center Department); Student Services; Baby Gator Child Care Center; Greek Affairs; Orientation; and Student Government.

Admissions and Registrar

The University encourages applications from qualified applicants of both sexes from all cultural, racial, religious, and ethnic groups. The University is committed to nondiscrimination with respect to race, creed, color, religion, age, disability, sex, marital status, national origin, political opinions or affiliations, and veteran status in the administration of education policies, admissions policies, financial aid. employment, or in any program or activity (refer to 1992-93 *Undergraduate Catalog*, Services for Disabled Students, p. 17. in the Catalog Appendix).

The University, in accordance with State Statutes and Florida Board of Regents Rules, developed policies and procedures to assist persons with disabilities in gaining entrance to the University and graduation from the University. Three general admission policies exist for working with students with disabilities, first time in college students and lower division applicants, upper division applicants and graduate and professional applicants.Those processes are as follows:

University of Florida
Petitions Process for Students with Disabilities
In Accordance with Board of Regents Rule 6C-6.018

Special Subcommittee of the Student Admissions Committee

(First time in college students, lower division, and upper division)

Committee membership

Chair/Director of Programs and Services for Students with Disabilities (Ex-Officio)

Director of Admissions or his/her representative

General Counsel representative

Dean/Director, or representative of college or program being petitioned (Upper Division only)

Expert within the field of the disability in question.

Committee responsibility

This committee will be called together on an ad-hoc basis to review requests for substitution to admission requirements (first time in college, lower division, and upper division), substitution for graduation requirements, and admission denials for first time in college, lower division and upper division.

Undergraduate Admissions

First time in college and lower division transfer applicants who self-identify will be reviewed in the normal manner. If sufficient documentation is included with the application material and normal procedures would indicate a denial decision, the application will automatically be sent through the appeal process documented below. If documentation is not submitted initially, and the student is denied, the denial letter will notify the student of the appeal process.

Applicants who begin the appeal process will be advised that they need to supply the Admissions Office with documentation of the disability, with a statement of how the disability may have had an impact on grade point average, standardized test results or selection of curriculum. This statement may be supplied by letter or in person if desired. The documentation and information will be forwarded to the Assistant Dean for Student Services responsible for programs and services for students with disabilities, who will have the information reviewed by a committee which includes a faculty member who is knowledgeable about the type of disability, a representative from the Office of Admissions, a representative from the General Counsel's Office, and the Assistant Dean for Student Services. The committee will review the materials provided by the student and make recommendations regarding appropriate substitution or modification of requirements. The recommendations will be reviewed by the University Admissions Committee to determine the appropriate action on the request for admission.

If admitted, the student will be so advised, with specification of any condi-

tions which may be imposed. If the Admissions Committee denies admission, the student will be notified that the entire record, including the documentation of the disability, was reviewed and that the University was unable to offer admission.

Upper Division Admissions

Upper division applicants who self-identify will be reviewed in the normal manner. If sufficient documentation is included with the application material and normal procedures would indicate a denial decision, the application will automatically be sent through the appeal process documented below. If documentation is not submitted initially, and the student is denied, the denial letter will notify the student of the appeal process.

Applicants who begin the appeal process will be advised that they need to supply the Upper Division Program with documentation of the disability, with a statement of how the disability may have had an impact on grade point average, or selection of curriculum. This statement may be supplied by letter or in person if desired. The documentation and information will be forwarded to the Assistant Dean for Student Services, responsible for programs and services for students with disabilities, who will have the information reviewed by a committee which includes a faculty member who is knowledgeable about the type of disability, a representative from the Office of Admissions, a representative from the General Counsel's Office, a representative from the upper division program, and the Assistant Dean for Student Services. The committee will review the materials provided by the student and make recommendations regarding appropriate substitution or modification of requirements. The recommendations will be reviewed by the University Admissions Committee to determine the appropriate action on the request for admission.

If admitted, the student will be so advised, with specification of any conditions which may be imposed. If the Admissions Committee denies admission, the student will be notified that the entire record, including the documentation of the disability, was reviewed and that we are unable to offer admission.

Graduate School Admissions

Any graduate student with a self disclosed disability, as listed under Florida Statutes §240.152-§240.153 and the Board of Regents Rule 6C-6.018, may request a hearing before the Graduate School Petitions Committee if it is felt that the student's disability is related to his/her failure to meet entrance requirements and he/she was subsequently denied admission to a graduate program. Upon receipt of the student's petition, the committee will be convened to review the petition, to allow the student and the department to submit documentation relating to the student's disability and the department's decision, and to take statements from the student, faculty, departmental admissions committee, or others as requested. Consultation with persons having special expertise related to the specific case will be utilized when appropriate. The composition of the Petitions Committee is the Assistant Dean for Student Services/Programs and Services

for Students with Disabilities (Mr. Ken Osfield), General Counsel's Office (Ms. Isis Carbajal de Garcia), Undergraduate Admissions Director or Representative (Mr. William Kolb), and the Dean of the Graduate School.

College of Law

The College of Law provides reasonable substitution or modification for any requirement for admission into or graduation from the College of Law for any students who is hearing impaired, visually impaired, or dyslexic, or who has a specific learning disability where documentation can be provided that the student's failure to meet the requirement is related to the disability and does not constitute a fundamental alteration in the nature of the program. Each of the enumerated disabilities is defined in Rule 6A-10.041 of the Florida Administrative Code.

In determining whether to grant a substitution or modification in the requirements for admissions to the College of Law, the Admissions Committee will consider pertinent documents including, but not limited to, a physician's statement, vocational rehabilitation records, and school records maintained as a result of the exceptional child provisions of Public Law 94-142.

Any law school applicant with a disability described in Rule 6C-6.018 who is denied admission may, within 30 days of the date of denial, petition the Admissions Committee for reconsideration of their application for admission. If the petition for reconsideration is denied, that student may, within 30 days of the date of the denial of the petition for reconsideration, make a written appeal of the denial of the petition for reconsideration to the Law School Disability Admissions Appeal Committee. Upon receipt of the student's written petition, the Committee will be convened to review the decision of the Admissions Committee. The Law School Disability Admissions Committee will be composed of the Chairman of the College of Law Admissions Committee, an Associate Dean, and one faculty member selected by the Dean of the College of Law.

College of Dentistry Petition Process

Any dental school candidate with a self disclosed disability, as listed under Florida Statutes §240.152 and §240.153 and the Board of Regents Rule 6C-6.018, may request a hearing before the College of Dentistry Petitions Committee if it is felt that the student's disability is related to his/her failure to meet entrance requirements and he/she was subsequently denied admission to the dental program. Upon receipt of the student's petition, the committee will be convened to review the petition, to allow the student and the college to submit documentation relating to the student's disability and the college's decision, and to take statements from the student, faculty, college admissions committee, or others as requested. Consultation with persons having special expertise related to the specific case will be utilized when appropriate. The composition of the Petitions Committee is the Assistant Dean for Student Services/ Programs and Services for Students with Disabilities, representative from the

General Counsel's Office, Dental Admissions Director, and the Dean of the College of Dentistry or his/her representative.

(The College of Medicine and the College of Veterinary Medicine have not submitted petition procedures. It is the recommendation of the CPD that the ADA coordinator work with both colleges to develop their admission statements.)

The University does not make any pre-admission inquiries into a student's disability during the application process. The University of Florida uses the same application for undergraduate admission as mandated by the State University System. In 1992 the State Board of Regents changed the application form for undergraduate admissions and asked for voluntary self-disclosure of a disability in order to provide better services and to identify any special considerations necessary as a result of a disability. Question 27 of the State University System Application for admission states "If you wish to request admission consideration based on a disability, check here (official documentation required)" (refer to Petitions Appendix). This is a voluntary procedure.

In an effort to notify students and families that alternate procedures are available, the Office for Student Services (OSS) publishes the *SUS Resource Guide to Programs and Services for Students with Disabilities* which lists the State Statutes and BOR Rules for Substitutions. The OSS also publishes a pamphlet to programs and services, a 504/ADA pamphlet, and a *Campus Resource Book for Students with Disabilities*. All publications are mailed upon request to any interested person (refer to Publications Appendix). Upon request, the Undergraduate Catalog is also available in alternate format for persons with visual impairments. For the catalog, access is available by electronic mail or on computer disk. The resource guides and pamphlets are also available, upon request, in alternate format through programs and services for students with disabilities.

Campus tours are conducted daily by admissions staff. All tours are accessible to persons with mobility impairments. For individuals requiring interpreter services the University asks that they contact the department at least 72 hours in advance of the tour in order to schedule an interpreter. Wheelchairs can be loaned to persons who may not be able to walk the tour. During the information sessions, alternate formatted publications are available upon request.

Telecommunications into and out of the office for individuals with hearing and speech impairments is achieved through the Florida Relay Service (FRS). Persons with hearing and speech impairments can call into the University by dialing 1-800-955-8771(TDD), the Florida Relay Service (refer to FRS/TDD Appendix). The FRS number is listed in publications distributed by the Office for Student Services/Programs and Services for Students with Disabilities (refer to FRS/TDD Appendix), and the University of Florida Telephone Directory. At the next printing of the *Undergraduate* and *Graduate Catalog*, and the *Schedule of Courses* the FRS number will be listed. The staff in the admissions office can also contact persons with hearing impairments by calling 1-800 - 955-8770 (V) or they can check out a TDD unit from the Office for

Student Services/Programs and Services for Students with Disabilities.

Recruitment

The University of Florida does not actively recruit students with disabilities, but the University Admissions Office does recruit any interested student and all admission counselors are consulted by the Office for Student Services regularly on programs and services the University has available to students with disabilities. All publications developed by the OSS are regularly sent to Admissions staff. When prospective students with disabilities request information on programs and services from the Admissions Office, those requests are routed through the OSS and letters and information are then sent to prospective applicants. OSS corresponds with over 300 prospective students annually. When University Admissions Counselors attend recruitment fairs, the Office of Admissions writes a letter of confirmation to each high school with which it schedules an individual visit. In this letter the Admissions Office states that the University of Florida is in compliance with Section 504 of the Rehabilitation Act and requests that the site of the visit be accessible to all students with disabilities (refer to Petitions Appendix).

The following compliance statement is printed on all brochures and materials used for recruitment: "The University of Florida is committed to nondiscrimination with respect to race, creed, religion, age, disability, color, sex, marital status, national origin, political opinions or affiliations, or veteran status." Refer to Publications Appendix for a sample of those publications.

If there is one area in which the University of Florida is deficient, it would be recruitment. Of the total student population at the University less than 1% have registered with OSS as a student with a disability. This is significantly below national averages (10.5% of the population and 8.7% of entering first time in college students report having at least one disability). It is the recommendation of the CPD that the University of Florida review the recruitment policies and begin to actively recruit students with disabilities.

Registration

The Office of the Registrar is committed to providing the best possible service to all students, including students with disabilities, at the University. In an effort to assist students with disabilities during the registration process, the Registrar, along with the Office for Student Services/Programs and Services for Students with Disabilities, provides special assistance upon request. Any student requiring special assistance during the registration process, as a result of a disability, may ask for assistance. The Registrar lists in the Schedule of Courses (p. 80) a section informing students with disabilities to contact the Office for Student Services for assistance (refer to Publications Appendix). For students with disabilities that may have an impact on their full participation in a standard class schedule, the University has a priority registration policy for those that qualify. Students with disabilities can also be approved to take reduced course loads and still be considered full-time by the University. Registration priority and reduced course status is under the direction of the Office for Student Services/

Programs and Services for Students with Disabilities, and made possible with support from the Office of the Registrar.

The University is committed to access to all its programs, services and activities. Because the campus is made up of new and old buildings, many areas are not accessible to persons with mobility impairments. Whenever possible, the University renovates older areas and brings those areas into compliance with 504 and ADA. In cases where renovation is not possible, the University then strives for program access. The University of Florida achieves program access by moving the program, service or activity to an area on campus that is accessible. Any person needing a program moved to a more accessible area should contact the Assistant Dean for Student Service/ Programs and Services for Students with Disabilities. The Assistant Dean will contact the Office of the Registrar and the Registrar staff will then make the necessary arrangements. In most cases the move is achieved by the next scheduled meeting of the class.

Career Resource Center

The Career Resource Center was asked to submit answers to specific questions about services provided by the office. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to Student Affairs Appendix.

Question: List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

A: The Career Resource Center is a tenant organization within the J. Wayne Reitz Union and is somewhat restricted in the degree to which changes may be made to the physical facilities it occupies. However, over the past several years, completely independent of any requirements levied by Section 504 of the Rehabilitation Act of 1973 or the newer Americans With Disabilities Act (ADA), CRC has re-arranged much of its furniture and fixtures and paid for the moving of doorways and sills to enhance accessibility, particular to the CRC library. When the new interview annex was designed in late 1989 and constructed in 1990, accommodations for the disabled were incorporated into the design, providing wheelchair access in and out of the facility itself and most of the individual cubicles.

There are, however, several areas that have not been modified and, at the present time, some defy an easy solution to the access problem. These are as follows:

Access to the audio-visual room in the basement area is restricted by a narrow doorway. This room houses videocassette players, the CHOICES career-exploration computer, NERDC terminals on which students may register/ update with the Center, and several job search computers. Depending upon the make and model, many wheelchairs can fit through the door. Once inside the A-

V room there is not a 60 inch diameter turning circle specified in ADA Handbook.

Access to one of the professional career counselors is restricted somewhat by the size and angle of the outer area doorway, the location of a bookshelf, and two printers adjoining the doorway inside that room. Students in wheelchairs have been able to move through in the past, dependent upon the design and size of the wheelchair. The counselor is very willing to relocate to another office to visit with a student using a wheelchair.

The Career Resource Library is another acknowledged area of congestion. The area is small and movement is hampered by tables and shelves that are in close proximity. Most of the time the room is congested and it would admittedly be very difficult for a customer using a wheelchair to reach most of the shelves. However, the library is staffed with a full-time librarian, a part-time student assistant librarian and part-time volunteer assistants, many of whom are specifically designated to assist disabled customers in our library and audio-visual room. Signs have been posted announcing that services for the disabled can be made available.

The bid box used in the process by which students acquire interviews with prospective employers is placed higher than the ADA recommends. A work order has been placed to move the box down to a point where the slot is 48 inches from the floor.

The sign-up boards for both the Career Mini-Courses offered by the Center and the interview results are too high for most wheelchair access. The same applies to most of the glass-enclosed bulletin boards maintained by the Center. Items of particular interest to persons with disabilities are placed low in the appropriate CRC bulletin boards, and at the bottom of each bulletin board we have attached small notices with appropriate disabled logos and the announcement that assistance can be provided if desired.

Question: If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities? Please list computer and computer software used.

A: The CRC requires that students engaging in on-campus interviewing through the Center enter their own data into the student database through any NERDC-interfaced terminal. The Center does not have special keyboards at the two NERDC terminals made available to students, although assistance is available for data entry. One other job search computer has been provided by a private vendor, and it, too, lacks a keyboard for persons with special needs, but assistance is available. Finally, in the near future, the library will have a computerized card catalog, which will be made available to all students. For visually impaired students, the librarian or staff will provide assistance.

Question: If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

A: The Center relies on telephones principally for customer inquiries, interaction with employers, coordination throughout campus and with other institutions/organizations, informational/ advisory calls to students (and others), etc. However, the telephone is not a vital link to our activities. CRC customers can often visit the Center in person and conduct business in that manner. It would not be cost-effective to secure the equipment necessary to dialogue with hearing impaired clients. However, new technology in TDD-type devices may, in the future, permit the CRC to purchase a portable unit that could be moved from phone to phone as the need arises. In the interim, and as a back-up during times the CRC is not open, the Center will make arrangements with the Florida Relay Service (FRS) in Miami to handle the relay of TDD-based calls to the Center.

Question: List and briefly describe any programs of personal counseling that Career Resource Center provides to its students.

A: The Career Resource Center provides vocational (or career) counseling and placement services for University of Florida students. A "Special Programs" counselor is assigned liaison responsibility to "special populations," which includes students with disabilities. The current "Special Programs" counselor has both educational credentials and previous professional experience with college career counseling and placement services with people with disabilities. Students with disabilities have the option to see the "Special Programs" counselor or other CRC counselors. Additional assistance specific to students with disabilities is available in our library each semester. A written information handout is available in an easily accessible area at the entrance of the Career Resource Center regarding career planning and placement questions commonly asked by students with disabilities (refer to Student Affairs Appendix).

In addition to counseling, placement information for special populations is also made available in the Career Resource Center library. For those employers specifically trying to recruit disabled students or other special populations, information is included in a 3-volume set of notebooks, "Jobs Information Targeted for Minorities, Disabled and Internationals."

Question: For each program or service listed above, and based on a review of the policies and practices that govern each program or service, discuss either: (A) how the program or service is free from discrimination based on disability; or (B) steps that will be taken to ensure nondiscrimination in the future.

A: The Career Resource Center is a member of the national College Placement Council, Inc., and abides by its ethical standards as written in the

"Principles for Professional Conduct for Career Services and Employment Professionals" which include non-discrimination statements, including discrimination based on disability.

Question: Describe briefly the facilities that are used in providing the programs or services listed above, and discuss steps that may be necessary to ensure full participation in such programs and services by persons with disabilities. Make certain that specific modifications required to achieve accessibility are incorporated in the Transition Plan.

A: To the best of our knowledge, all facilities utilized by the CRC are accessible to all persons with disabilities. The career mini-courses offered by the CRC are, of course, oral presentations with associated visual aids. A visually-impaired student would probably learn much from the verbal portion of the presentation, and the handouts and other materials associated with these courses can easily be provided (as required) in an enlarged text format suitable for the visually disabled, whenever required. Other programs, seminars, forums, etc. are all accessible to the disabled, and special services can be made available upon notice of the need.

Question: Discuss steps that will be taken to inform counseling personnel (and all other persons in a position to counsel students) of the institution's commitment to section 504 and ADA, of the specific prohibitions against discrimination contained in section 504 and ADA, and of the prohibition against counseling students with disabilities toward restrictive careers. List those classes of persons who will receive such information, including faculty members, and so forth.

A: The ADA Compliance Officer made a personal visit to the CRC and has advised the Director and key staff as to how this information impacts the University and specifically the Career Resource Center. In addition, plans have been made for a representative from University Personnel Services Office to train our professional staff.

The Career Resource Center advertises on campus its services specially targeted to students with disabilities. These advertisements include flyers posted on campus and mailed to offices on campus, such as Student Affairs offices and Student Government offices. A liaison relationship is also being maintained with the student organization, the Student Council of the disAbled.

Question: Discuss steps that will be taken to ensure that all students (including those with visual and hearing disabilities) are informed periodically of the services that are available.

A: The Center routinely advertises its services, activities, special events, materials, and other programs through a variety of media including, but not limited to, the newspaper, special flyers, public service announcements on radio and television, printed brochures and booklets, and banners. Publications are produced on a recurring basis or to answer a specific need, while publicity for special events or programs is con-

centrated in the period just prior to the activity in question.

Question: Does your office produce printed material? If yes, discuss steps taken to ensure that all students with visual impairments will have equal access to all printed materials.

A: Although obviously not always specifically tailored for the disabled sector of the population, many of these items are or can be made available in alternate format. The CRC has no control over those items published or broadcast over media outside the Center, but it can provide information to the disabled customer upon request. Beginning with advertisements for the Fall 1992 Career Expo, and for all events in the future, advertisements and/or materials published by the Center will carry information for students with special needs (refer to Student Affairs Appendix).

Counseling Services

The Counseling Center was asked to submit answers to specific questions about services provided by the office. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to Student Affairs Appendix.

Question: List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

A: The Counseling Center, located at 301 Peabody, includes a waiting room, counseling offices and group rooms on the third and fourth floors of Peabody Hall. The Counseling Center program, when viewed in its entirety, is accessible. The building has recently been renovated and modernized, taking students with disabilities into consideration. In the event that an individual office is temporarily blocked by furniture, an alternate counseling office can easily be substituted. Although the Center's entrance is on the third floor with a stairway to the fourth floor, arrangements have been made for special wheelchair access from the fourth floor elevator to group rooms and peer counseling facilities.

Question: If you use any computer equipment in your programs, services or activities, what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities? Please list computer and computer software used.

A: The Counseling Center Peer Counselor services include a computer guidance system (DISCOVER). Special entrance to the Peer Counselor facilities on the fourth floor can be arranged for wheelchair elevator access. Special arrangements can also be made for a peer counselor to be present to assist students with visual disabilities in the use of DISCOVER.

Question: If you use telephones in your program, activities or services describe the steps taken to ensure that persons

with hearing impairments will have equal access to your services.

A: The Florida Relay Service can be used for phone communication with hearing impaired students. Staff may contact a hearing impaired person who has a TDD, by calling 1-800-955-8770 VOICE to reach the FRS. Staff are instructed (1) to tell the Communication Assistant the name and phone number of the student, (2) after being connected, to speak in the first person, directly to the caller, and (3) to avoid loud noises or conversations in the background. All conversation will be transcribed by FRS. There is no charge for local calls. There is no limitation as to length of call, number of calls, or time of call.

At the next printing Counseling Center publications which list our telephone number will also have "For persons with hearing impairments, please call the Florida Relay Service at 1-800-955-8771 TDD to request 392-1575."

Ken Osfield, Assistant Dean for Student Services, also has TDDs which may be borrowed. Hank Reidelberger in Ken Osfield's office serves as an interpreter for the hearing impaired. He is available for individual and group counseling. Special confidentiality release statements will be available at the front desk.

Question: List and briefly describe any programs of personal counseling, academic counseling, vocational counseling, guidance counseling, or placement services that the institution provides to its students.

A: Individual, couples, and group counseling are available to help students with personal, academic and career concerns.

Question: For each program or service listed above, and based on a review of the policies and practices that govern each program or service, discuss either (A) how the program or service is free from discrimination based on disability; or (B) steps that will be taken to ensure nondiscrimination in the future.

A: Policy Statement: The Counseling Center policy statement presently does not include disability, but will do so in the next printing. Until that time, the Center advertises as an Equal Opportunity/Affirmative Action Institution. We are working under the policy that we do not discriminate on the basis of disability. When requests arise for difficult situations regarding disabilities, we will try to respond to the best of our ability.

Question: Discuss steps that will be taken to inform counseling, guidance and placement personnel (and all other persons in a position to counsel students) of the institution's commitment to section 504 and ADA, of the specific prohibitions against discrimination contained in section 504 and ADA, and of the prohibition against counseling students with disabilities toward restrictive careers. List those classes of persons (in addition to professionals in counseling, guidance, or placement) who will receive such information, including faculty members, residence halls supervisors, and so forth.



A: Ken Osfield, Assistant Dean for Student Services, will be invited to a Spring Semester Staff Meeting to discuss the Americans with Disabilities Act. Support staff will be invited to attend the meeting. Mrs. Wynema Beard, Office Manager, will train all staff who work at the front desk and answer the telephones. In addition, Dr. Nancy Coleman will discuss the ADA with the peer counselors. Copies of this document will be made available to all staff members.

Question: Discuss steps that will be taken to ensure that all students (including those with visual and hearing disabilities) are informed periodically of the institution's counseling, guidance, and placement services.

A: For students with visual disabilities, Counseling Center services are described on NEXUS/COUNSELINE, No. 601, The Counseling Center: What Is It? and No. 600, Peer Counseling. Other students are also informed by way of advertisements and notices in the student newspapers and by flyers.

Question: Does your office produce printed material? If yes, discuss steps that will be taken to ensure that all students with visual impairments will have equal access to all printed materials.

A: The Counseling Center will provide one-to-one assistance for students with visual disabilities for any program or service, including filling out counseling application forms.

At the next printing, all Counseling Center publications will include the following: "Any student requiring special accommodation as a result of a disability should contact the Center 72 hours prior to an upcoming appointment or program." "This document is available in alternate formats upon request." "For persons with hearing impairments, please call the Florida Relay Service at 1-800-955-8771 TDD to request 392-1575."

For students with visual impairments, documents can be available on audio cassette. The text of documents is also available on computer disk and can be supplied in large print.

Dining Facilities and Services

Gator Dining Service (GDS) facilities technically are not under Title II but instead are covered under Title III of the ADA and are not subject to a self-evaluation. However, in a proactive effort, Gator Dining has completed a self-evaluation at the request of the CPD. Gator Dining evaluated physical access, service delivery and how it communicates with all of it's patrons. As a result of the evaluation, Gator Dining will begin to initiate many new services for persons with disabilities, especially those with visual, hearing and physical impairments. GDS is under the operational direction of the Administrative Affairs Division, but has been included within the Student Affairs area because of the link between the two areas.

The following report was submitted to the CPD in response to the request for self-evaluation of services and facilities.

For a more complete listing of responses and other supporting information submitted, please refer to Student Affairs Appendix.

Signs and Communications: This area has been identified and recognized as probably the most critical area of concern. At this time, there is a need to provide additional communication in all of Gator Dining businesses. Each business will begin the process of compliance and proper access by displaying the following sign at entry ways.

"WELCOME TO OUR BUSINESS."
"IF YOU REQUIRE SPECIAL ASSISTANCE, PLEASE ASK ONE OF OUR SERVICE PERSONNEL."

The sign will utilize large, bold print and be displayed at entries, or in areas where access might be difficult. Secondly, the following sign will be displayed at or around our primary menus or tray pick up areas.

"A LARGE PRINT MENU IS AVAILABLE UPON REQUEST."

Gator Dining will develop a large print menu for all locations which communicates its standard menu items. Each location will then provide signature items to the main office for printing. A completed, bound menu will then be available at each location. Gator Dining will ensure that the menu also includes all daily specials and is updated daily.

Communication: The items to be covered under this heading are primarily those related to any written communication provided to customers, i.e., brochures, enrollment forms. Additionally, it will highlight issues which relate to the Florida Relay system.

It is the recommendation of GDS that all brochures in the next printing must have as part of the written communication the same service statement regarding special assistance as written above. Additionally the Florida Relay System number will be printed.

At the present time, GDS employs a staff person in the main office who can sign. It is the recommendation of GDS that the ability to sign be made a part of the job requirement of at least one GDS office staff member. This will insure the ability to provide access in the future.

Staff Training: The second integral part of providing access professionally to all customers revolves around GDS' ability to train staff as to the proper methods for offering assistance. At this point, it is felt that GDS must contact a group or person skilled to provide training in this area. To this end it is recommended that in the short term, GDS contact the ADA coordinator's office and coordinate training sessions for GDS managers. The managers could then take that information back to each location and provide training to the staff.

As managers are not formally educated thoroughly in this area, it is recommended that GDS set up sessions toward the end of the semester or early next year for all hourly staff members. These

sessions should involve role plays and be facilitated by the ADA coordinator, or by someone who is trained to communicate key issues effectively. Long term training for new staff would then be a primary responsibility of each location manager supported by the Director of Training.

Accessibility: The following is a list by location of issues which need attention. These issues deal exclusively in the customer accessibility area. Employee accessibility will be addressed as soon as it is possible.

Graham Oasis
a. Lower door jam and correct doors.
b. Condiment area needs signs or to be lowered.

Graham Cracker
a. Lower door jam and correct door.
b. Correct aisle width.
c. Vertical, rather than horizontal, display items.

Law Center
a. Correct doors.
b. Flatware & tray rack inaccessible. Redesign.
c. Condiment station inaccessible. Offer auxiliary station.

Tolbert 1906
a. Correct doors and lower jams.
b. Business not accessible due to outside stair case. Entry only through building and freight elevator.
c. Flatware, try rack. Redesign.
d. Lower signs.

Broward Beach
a. Poor access to business from either entrance.
b. Correct doors at both entrances.
c. Tray, flatware station too high. Offer alt.
d. Right side register not accessible. Clearance not 36 inches.

Beaty Breadbasket
a. All aisles must be accessible.
b. Correct door and jam.
c. Vertical displays.

Racquet Club
a. Correct doors and jams.
b. Restroom stall is not proper width.
c. Condiment station too high. PC offered.

Finish Line
a. Correct doors.
b. Aisles widened.

GDS Office
a. Correct door and jam.

Little Caesars
a. Lower door jams.

Union Street
a. Automatic door opener.
b. Lower tray, silver rack or provide auxiliary unit.

Orange & Brew
a. Bathrooms are part of Reitz Union Plan.
b. Aisles must be kept clear.
c. Condiment station lowered.
d. Lower door jam and/or provide automatic door opener.

e. Correct one inch patio drop.
f. Raised seating inaccessible

Arredondo Room
a. Waiter should offer assistance as part of the normal greeting process.

ICBIY
a. Signage

Little Hall
a. Automatic door opener.

Division of Housing

The Division of Housing was asked to submit answers to specific questions about services provided by the department. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to Student Affairs Appendix.

Question: Does the institution provide housing to its students?

Answer: Yes. The University of Florida offers single student housing and family housing. There are approximately 7000 non-air conditioned and air conditioned spaces are available to single students in twenty-two facilities on campus. These accommodations include single rooms, double rooms, triple rooms, suites for 2/3/4/5/6 and apartments. Family housing consists of approximately 1100 apartments for married students, single parents and a limited number of single graduate students. The types of apartments include efficiencies, one-bedroom, two-bedroom and three-bedroom apartments as well as two -bedroom townhouses. Non-air and air conditioned units are available.

Question: Are each of the forms of campus housing listed in above accessible to students with disabilities and provided to them at the same cost as to others?

Answer: No. Single student housing presently consists of mostly accessible spaces. For those areas that are not currently accessible, spaces that are comparable in variety, price and convenience are available. Every reasonable effort will be made to accommodate students with disabilities who request housing assignment to locations not presently accessible. By Fall '93, the following non-accessible spaces will exist:

1. Non-air conditioned single, double and triple rooms will exist in Thomas Hall and Murphree Hall only. These halls can not reasonably or feasibly be made accessible. To accommodate a physically disabled student's request for a non-air conditioned space, a comparable Rawlings Hall space will be designated non-air conditioned and the air conditioning unit will be removed.

2. Murphree Hall contains the only non-air conditioned suites for two on campus and cannot reasonably or feasibly be made accessible. Physically disabled students who request this space will be assisted in securing a comparable space.

3. Buckman Co-op is the only non-air conditioned co-op facility. This facility can not reasonably or feasibly be made accessible. Physically disabled students who request these spaces will be assisted in securing other space either in the air conditioned co-op or a standard non-air conditioned facility based on the priority of the preference.

Presently all types of family housing apartments except townhouses and efficiencies can be modified to accommodate a physically disabled student or family member. Every reasonable effort will be made to accommodate students or family members with disabilities. Limited two-bedroom townhouses and efficiencies exist in Tanglewood Village only. Townhouses are two-story units. They are comparable in size and features to standard Tanglewood Village two-bedroom ground floor apartments. Efficiencies are too small to renovate within established guidelines. Efficiencies are comparable to small one-bedroom apartments.

Question: List and briefly discuss any institutional policies or practices related to campus housing.

The following policies and procedures are self-explanatory:

- Residence Hall Rules and Regulations, 1992-93 (refer to Student Affairs Appendix)
- Residence Hall agreement w/ Terms and Conditions (refer to Student Affairs Appendix)
- Assignments Policies/Procedures (refer to Student Affairs Appendix)
- Special Housing Areas (refer to Student Affairs Appendix)
- Visitation (refer to Student Affairs Appendix)
- Lottery (refer to Student Affairs Appendix)

Question: For each policy or practice listed above, discuss either: (A) how the policy or practice does not discriminate on the basis of disability; or (B) steps that will be taken to modify the policies or practices to ensure non-discrimination in the future.

Answer: Residence Hall Rules and Regulations: The following statement appears with the rules and regulations: "The University of Florida does not discriminate on the basis of age, race, color, national or ethnic origin, disability, or gender in the administration of educational policies or any other University program. Grievance procedures related to discrimination may be found in the University or Florida Guide." See response below for specific rules and regulations which may be modified in interpretation to meet the needs of a student who is disabled.

Residence Hall Agreement: The residence hall agreement is not discriminatory. In fact, special consideration and priority are given to disabled students who request assistance. Only full-time students (as defined by academic classification and specific college class load requirements) are offered on-campus housing agreements. By petition, disabled students and others who are not able to carry a full class load may be granted an exception to this eligibility requirement.

Assignments Policies/Procedures: Assignment policies and practices do not discriminate. In fact, upon official notification and documentation of a disability, disabled students who qualify for housing are specifically assigned a space that can best accommodate their individual needs rather than assigned randomly or in a priority order as are other students.

Special Housing Areas: Every reasonable effort will be made to accommodate students with physical disabilities who request housing assignment to special housing areas not presently accessible. Buckman Co-op, the only non-air conditioned co-op, is not accessible; however, North Co-op, which is air conditioned, can provide the co-op experience at a slightly higher rent rate. The Computer Interest Section of Fletcher Hall is presently not accessible; however, other accommodations can be made to assist a disabled student desiring the features of this special housing area. All quiet floors are accessible.

Visitation: All contractual visitation areas are accessible except male and female Visitation A Areas located in Thomas Hall. Other spaces can be designated Visitation A to assist a disabled student desiring space in a Visitation A area.

Lottery: Students with disabilities (as defined by the law) who qualify for on-campus housing and who have provided the appropriate written medical documentation may claim "exempt" status for the Lottery. Upon claiming exempt status, they will automatically receive an academic year housing agreement by returning the completed "Lottery" form and prepayment to their respective Assistant Directors of Housing.

Question: List and discuss any rules or regulations regarding campus housing that may discriminate against persons with disabilities (e. g., prohibitions against dog guides, special equipment, and so forth) and steps that will be taken to waive such rules in specific instances.

Answer: The following rules and regulations can be waived or the interpretations can be modified in specific instances to meet the needs of disabled students:

9.1 Noise: This policy requires students to maintain noise levels low enough not to disturb others. In the case of a student who is hearing impaired and who may require amplified sound, the student will be encouraged to utilize headphones or other equipment to ensure that the environment of the residence hall remains conducive to the educational mission.

9.3 Drugs: This policy requires students to be in compliance with state law. In the case of a student who is required/ authorized through a medical agency to take drugs for any disease or disorder which may be in conflict with state law, validation is required. For drugs necessitating refrigeration, the student may request a variance in the size, number or wattage restrictions of refrigerators in residence halls.

may request exceptions to this policy and will be required to establish a plan for the proper care and existence of the animal with the residence halls.

9.19C Visitation and Room Guests: Visitation policies restrict the times persons of the opposite gender may visit student living areas such as rooms and floor lounges. Guest policies restrict the number of guests and/or restrict the amount of time same gender guests may visit residents. Students with disabilities who require personal attendants who may not be of the same gender or who may need to stay for extended time periods may request a variance or exception to these policies.

9.20 Lofts: This policy allows for a loft to be constructed based on established specifications. Students with disabilities requiring the construction of a loft/ extended bunk may request a variance or exception to established specifications based on the specific disability prior to the construction of the loft.

9.21 Locks: This policy prohibits tampering with or damaging lock mechanisms. Students with disabilities who require different types of locks or door opening mechanisms may request an exception or variance to this policy. Installation of modified locks or door opening mechanisms must be completed by Division of Housing staff.

9.24 Furniture: This policy requires all furniture assigned to student rooms to remain in the room. Students with disabilities requiring other types of furniture may request residence hall furniture to be removed or may provide their own personal furniture.

9.29 Elevators: This policy does not permit students to ride elevators designated as FREIGHT ONLY. Students with disabilities may obtain permission to use these elevators.

Question: Describe the process whereby housing is assigned to, or chosen by, students and any modifications in this process that may be necessary to ensure that students with disabilities have housing opportunities equal to those of non-disabled students.
Question: Discuss steps that will be taken to ensure that students with disabilities who do not require any modifications or accommodations with regard to housing, or that require only minor modifications, will be fully integrated throughout the institution's housing. Discuss also steps that will be taken to ensure that there is as little concentration of students with disabilities in campus housing as possible, regardless of the disability.

Answer: The answers to the two questions above are included in the following narrative.

A. Single students requesting on-campus housing for the first time are mailed a Housing Agreement and brochure. The students in turn indicate all of their housing preferences for room assignment on the face of the agreement form. The agreement asks students to state any disability so an appropriate existing accommodation can be assigned by the Division's Assignments staff.

When existing accommodations are not wholly adequate, this information is used to assist in identifying needed modifications that can be made before the students check-in. Students assigned by housing staff have always been and will continue to be integrated throughout a variety of residence hall facilities. All students are offered housing on a first-come, first-serve basis determined by their housing priority date which is established by the date their completed agreements are received by the University Housing Office. Therefore, it is possible that an applicant with a disability who was admitted to the University late and/or submitted a housing application late might not receive on-campus housing.

B. Continuing students are those who have lived on-campus for at least one semester/term. For the Summer Terms they are assigned as described in Part A. For the Fall Semester a random selection process or "lottery" is held the prior Spring Semester. Students who wish to return to housing Fall Semester are asked to turn in a lottery form prior to mid-February. The literature distributed to all students has in the past and will continue in the future to instruct students with disabilities to return their forms to the Assistant Director of Housing for Residence Life responsible for their area. Students who are disabled as defined by 504 legislation are exempted from the "lottery" drawing and guaranteed on-campus housing. Continuing residents with disabilities are able to select their own accommodations by signing up for a room at the respective area desk. Students with disabilities who are dissatisfied with assignments procedures have been and will continue to file a petition for review by the Housing Petitions Committee. As in the past, students who wish to appeal a committee decision may appeal to the Assistant Director of Housing for Information and Communication. Further appeals regarding a student's disability status will in the future be referred to the Assistant Dean for Students for Disabled Student Services for a final appeal. Students with disabilities who are dissatisfied with assignments procedures have been and will continue to file a petition for review by the Housing Petitions Committee. As in the past, students who wish to appeal a committee decision may appeal to the Assistant Director of Housing for Information and Communication.

Future Enhancements:

- All housing application forms (including "lottery" forms) will request disabled persons to disclose their needs so that room modification assessments can be undertaken at the earliest possible opportunity.
- Students with disabilities may, in addition, make a final appeal of assignments procedures to the Assistant Dean for Students (disabled student services).
- All housing application or registration forms will contain the recommended statement concerning "Services for Persons with ....".
- The Florida Relay Telephone Service (FRS) number and the

example statement regarding alternative formats will be added to all housing publications.

- Florida Relay Service (FRS) brochures will be distributed by the Housing Office to interested students upon request.
- A Telecommunications Device for the Deaf (TDD) will be purchased by the University Housing Office to enhance communications with disabled persons.
- Some spaces will be held vacant for assignment for both first-time and continuing students, while additional accessible spaces will be available to non-disabled persons after each has been formally notified that she/he may be transferred to accommodate a disabled person's assignments.

Question: List and discuss any state or local laws or regulations that may conflict with section 504 requirements or ADA requirements in the area of housing. Discuss what steps will be taken to resolve such conflicts.

Answer: Basic research found no areas of conflict between university housing-related sections of Florida State Law and the ADA.

Question: Describe steps that will be taken to ensure that all students (including those with sight or hearing impairments) are informed regularly of the housing opportunities made available by the institution.

Answer: STUDENTS WITH PRINT RELATED DISABILITIES: Upon request, students with print related disabilities may request Housing publications in alternate formats. Contact: Assignments Department.

STUDENTS WITH HEARING DISABILITIES: The Florida Relay Service will assist students with hearing disabilities to communicate with others. The Relay Service serves as a communication link by passing along messages between communicating parties. Contact: Florida Relay Service 1-800-955-8771 (TDD). For more information: 1-800-955-8013 (VOICE/TDD).

Lottery: All continuing residents are hand delivered Fall Semester housing "lottery" literature to their room, apartment, or suite and mailed sign-up materials for Summer terms.

General Information: All Fall Semester freshmen applicants for admission to the University are mailed a housing application card. Transfer and off-campus students are sent materials upon request.

J. Wayne Reitz Student Union/Student Activities

The J. Wayne Reitz Union and Student Activities Office were asked to submit answers to specific questions about services provided by the offices. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to Student Affairs Appendix.

Question: If you use telephones in your program, activities, or services, describe the steps taken to ensure that persons

with hearing impairments will have equal access to your services.

A: The Reitz Union will be publishing the Florida Relay System (FRS) Number with all of our publicity for our programs and services. All of the supervisors in the Reitz Union are receiving a letter outlining the information that needs to be included on any publicity including the FRS phone number. A significant need to invest in a TDD is not felt. However, if a such a need arises, this possibility will be investigated.

Question: To make certain that discrimination (or the potential for discrimination) on the basis of disability does not exist, describe steps that will be taken to review all materials, documents, or agreements related to student programs, activities, and services.

A: The Reitz Union ADA Committee went through every aspect of the building looking at physical structure, services, programs, and publicity to evaluate if discrimination exists. In regards to physical changes, they were already included in our transition plan. Gator Dining is taking care of meeting ADA requirements for their services. Finally, an additional sentence will be added to publicity and any written materials to let people know that we can accommodate for special needs. The ADA Committee also elicited the aid of several disabled students to get input on things they would like to see implemented.

Question: List all policies, materials, documents, and agreements, based on the review above, that discriminate on the basis of disability, or could have the effect of so discriminating. For each, describe steps that will be taken to modify such policies, materials, documents, and agreements.

A: The ADA Committee did not find any materials that intentionally discriminate, but it discovered things that omit information about the availability of special assistance. This will be changed following a memo to all JWRU supervisors. We also plan to have materials available in large print as well as having the Florida Relay System number published. Signs will also be posted in certain areas of the Union to let people know about the services available. In addition, an effort will be made to get publicity over to the Office for Student Services in Peabody Hall.

Question: Are the food service facilities of the institution accessible to persons with disabilities, and are the policies and contracts related to food service free of any discrimination based on disability? If no, discuss the steps that will be taken.

A: The food service facilities are accessible to people with disabilities. There are a few areas where structurally it can not be changed, but equal services are available. The changes mentioned above with regard to written materials and publicity are being changed in food service as well.

Question: For all social or recreational programs or services for students, analyze the policies and practices related to such services, communications methods for informing students of activities, and the facilities in which they take place. Based on this analysis,

discuss steps that will be taken to ensure nondiscrimination in all social or recreational programs or activities provided to students.

A: The publicity and communication methods for such events have already been discussed. Signs will be posted to let people know about the special facilities available. The majority of such programs will occur in the Ballroom, Auditorium, Colonnade, or meeting rooms, all of which are accessible to the disabled. A lift is being put in the Auditorium as the renovations are being done during November and December 1992. All of the venues have facilities for people with physical disabilities. Assistive listening devices are ordered to help people with hearing impairments. The Union will also provide interpreters upon request. The Program Office is working to have a phone line where one can call in and hear a message of all of the upcoming weekly events occurring in the Reitz Union which we are sponsoring.

Question: List all programs, activities, and services that are not operated wholly by the institution and, for each, identify the providers of such "outside" programs, activities, or services.

A: Since the Reitz Union is a venue used by so many outside groups, the list is too long to give here. Some of the major programs and organizations include Preview, student government, and registered student organizations. The Reitz Union also hosts many conferences by academic departments on campus as well as outside conferences.

Question: For each of the "outside" programs or activities listed in above, either: A) discuss how equal opportunities, as a whole, exist for persons with disabilities in the specific program or activity; or B) discuss steps that will be taken to ensure that equal opportunity, as a whole, will exist in the specific program or activity.

A: Since the programs and activities occur in our physical space, there should be no structural barriers to people with disabilities. When someone reserves a space, we can provide them with a sheet outlining the special services available and offer suggestions on how to best publicize their event.

Question: Have grievance procedures been established that will allow students to file complaints with the institution on matters related to section 504 and ADA? If yes, describe steps that will be taken to ensure that all students (including those with sight or hearing impairments) will be informed periodically of such procedures.

A: Yes. The first step is to create a bulletin board highlighting the changes and services available in the Reitz Union. This board will discuss the grievance policy in large print and we are purchasing a Braille label maker so we can have the policy posted at the Information Desk in Braille. Handouts outlining the procedures will be available at the Information Desk, Hotel Desk, Administrative Offices, Program Office, Student Activities Center, and Peabody Hall. We will also put the grievance policy on a Nexus tape for students' visual impairments.

Student Financial Affairs

The Office for Student Financial Affairs (SFA) has continually made an effort to provide the best possible access to all its programs, services and activities. SFA's philosophy has always been to provide equal access to all its programs, services and activities. SFA was one of the first departments on campus to see a need to highlight services for the disabled in its publications. Currently SFA produces a pamphlet on financial aid for persons with disabilities (refer to Student Affairs Appendix) and also includes a two page section on aid for students with disabilities in its *Gator Aid* Publication (refer to Student Affairs Appendix).

There are two areas that SFA should begin to modify in order to provide better service for persons with disabilities. The first area is the counter space in the SFA lobby. The CPD has made money available to SFA for the renovations and it is the understanding of the CPD that plans are being developed. The second area is one that is not under the control of the SFA, but will require changes at the State level. Currently State aid has a requirement that a student must be enrolled full-time (12 credits or more) to qualify. That requirement has an adverse effect on students with disabilities. It is the recommendation that the SFA Director continue to work at the State level to have the State aid requirements changed in order to allow a student with a disability an opportunity for State aid with as few as 6 credits.

The Office for Student Financial Affairs was asked to submit answers to specific questions about services provided by the office. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to Student Affairs Appendix.

Question: If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

A: Currently the Office for Student Financial Affairs (SFA) does not offer TDD service directly through its office telephone lines; however, purchase for such equipment is underway and should be installed by early 1993. In the interim, hearing impaired students can communicate with SFA personnel through the Florida Relay Service or by calling the Office for Student Services and requesting assistance. If a student calls the Office for Student Services' TDD service, an SFA staff member would go to that office to take the call and assist the caller.

Question: List and discuss briefly the various forms of financial assistance that the institution provides (or assists others to provide) to students at both the undergraduate and graduate levels.

A: The University of Florida's Office for Student Financial Affairs participates in all Title IV federal aid programs (Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study Program, Federal Perkins Loan, Federal Family Education Loan Programs). In addition, UF also participates in all state financial aid programs, the largest of which are the

Florida Student Assistance Grant and the Florida Undergraduate Scholars Program. Institutional financial aid programs administered by SFA include the Turner Grant, Lottery Trust Grant, Student Aid For Education (SAFE) Loan, University of Florida Long and Short Term Loan programs, OPS employment, and a limited number of institutional need-based scholarships. A complete list of programs is included in the *Gator Aid* Handbook. Additional aid, primarily merit scholarships, fee waivers and fellowships/assistantships (at the graduate level), are administered by the individual colleges and the Office of Admissions. Selection of recipients for these awards is made by the colleges. SFA coordinates disbursement to ensure compliance with federal and state regulations. In addition, the Colleges of Medicine, Dentistry and Veterinary Medicine administer the federal Health Professions Loan and scholarship programs. Again, SFA acts as the coordinator for disbursement. SFA also coordinates disbursement of private scholarships and loans, known as donor-aid or custodial aid, if the checks are sent to the University of Florida.

Question: For each form of financial aid listed above, discuss either (A) how no discrimination based on disability exists in the form of aid; or (B) steps that will be taken to ensure that no discrimination will exist in the future.

A: No discrimination exists in the selection of recipients for the aid programs directly administered by SFA, because the awarding process is automated using criteria established by the federal or state governments. There is no identification of a disability in any of these criteria. In addition, all federal and SFA-administered aid programs permit the institution to waive full-time enrollment for students who are unable to take a full-time load. If, as the result of a disability, a student incurs educational or directly-related living expenses in excess of those of a normal student, SFA has the authority to increase financial aid to cover those costs, if they are not already covered by another agency, such as the Division of Blind Services or Vocational Rehabilitation. A few programs require full-time attendance, but these programs represent a very small proportion of total funds and do not have an overall effect of discrimination against students with disabilities.

Most state aid programs currently require full-time attendance (12 credit hours or more) and the University does not have the authority to waive that requirement. It is our understanding, however, that state legislation is being proposed that would permit a waiver of this requirement for students with disabilities.

It is the policy of Student Financial Affairs not to enter into any contracts, trusts or agreements with any individual or entity that would discriminate based on gender, race, religion, national origin or disability. All such contracts are reviewed by the University's General Counsel to ensure that the contracts are free of such clauses.

Outside scholarships and student employment programs are discussed later in this report.

Question: Does the institution administer or assist in the administration of scholarships, fellowships or other forms of financial assistance established under wills, trusts, bequests, or similar legal instruments that require awards to be made on the basis of factors that discriminate or have the effect of discriminating on the basis of disability?
Yes_____ No__X____

If yes, describe steps that will be taken to ensure that the "overall effect" of the award of such financial assistance is not discriminatory on the basis of disability.

A: The Office for Student Financial Affairs does not administer or assist in the administration of any assistance established under wills, trusts, bequests, etc. that would result in discrimination based on disability except for programs requiring full-time attendance. As indicated in the response above, these are very small programs with no overall effect of discrimination.

SFA does not have detailed information on the programs administered in each individual college, but plans to inform the colleges of ADA requirements and request that they review their programs accordingly.

Question: Discuss steps that will be taken to ensure that all policies, practices, application materials, forms and other documents or information related to financial aid are free from discrimination based on disability and include the institution's statement of commitment to section 504 and ADA. Describe also assistance that may be provided to students with disabilities applying for financial aid, as may be required in individual circumstances.

A: All publications, policies and practices are reviewed and updated at least once annually. Beginning with our review for the 1993-94 year (December 1992 through April 1993), this evaluation will include a review for possible discrimination based on disability, and corrective measures will be implemented as necessary. In addition, all publications and other form of information dissemination will include an advisory that the information is available in an alternate medium, such as a large print version of publications, or that support services, (a sign language interpreter, or an amanuensis, etc.) will be made available upon request. All publications already include a statement that applications are reviewed without regard to disability. Personal assistance by a financial aid counselor will be provided upon request, in the event a student needs additional assistance to complete the forms, understand the process, has unusual circumstances, or wishes to request a change in cost of attendance or family contribution as the result of a disability.

The Office for Student Financial Affairs also publishes a brochure that describes support services for students with disabilities and special financial aid programs that are available to these students.

Question: Discuss all facilities (e.g. financial aid office) that are used in the process of providing financial aid to students, and any modifications in such facilities that may be required to ensure that students with disabilities are not limited in their financial assistance opportunities. Make certain that specific modifications required to achieve accessibility are incorporated in the Transition Plan.

A: The facilities that house SFA are accessible to the disabled with automatic doors entering the building and a ramp into the main office in Criser Hall. The main reception/counseling areas in Criser Hall have workstations that accommodate students in a standing position, but could be considered daunting or inconvenient for students in wheelchairs. Consideration is being given to reducing the height of one work station so that it can accommodate these individuals in a more appropriate manner. Currently, students using wheelchairs who find the high workstations a deterrent can request an interview in a counselor's office with business conducted across a traditional desk. Counselors are advised to take a pro-active role in asking these students if they would be more comfortable moving from the reception stations to an office setting. If there is a line of students waiting for service and no additional counselors available, a special appointment for the interview may be necessary. Entry doors into the administrative area and the counseling section in Peabody are not automatic and require the ability to turn a door knob and pull the door open. In the event a student needs assistance with this task, he/she can request assistance from a front desk counselor in the main office and such assistance will be provided. Staff are also reminded of the need to keep hallways and doorways clear of boxes and other obstructions.

Also, as indicated earlier, a TDD service is being ordered to provide access to telephone assistance for students who are hearing impaired. SFA is also investigating the possibility of putting all publications in an electronic library available to students with computer access so that visually impaired students with a computer and an audio translation attachment can have access to publications.

Question: Discuss the methods by which financial assistance and employment assistance programs are communicated to students (and applicants), and steps that will be taken to ensure that all students (including those with sight or hearing impairments) have equal opportunities in the competition for financial and employment assistance. Consider communications related to application deadlines.

A: During the application period each year (January through April), SFA publicizes the availability of applications and financial aid services through public service announcements on radio and television, the campus television channel for students in residence halls, flyers around campus and in all residence hall mailboxes, and articles in local area newspapers. In addition, SFA offers a series of workshops in January and February to help students understand the application process. Hearing

impaired students have access to this information by means of the printed flyers and newspaper articles. A sign language interpreter will be provided at the workshops upon request. Visually impaired students have access to this information via the public service announcements on television and radio, the NEXUS telephone system and by individual telephone call to a financial aid counselor. Physically impaired students can also receive the information through the media described above. Every effort is made to offer the workshops in various sites around campus to minimize the inconvenience and ensure that the sites are accessible to the disabled. Evaluation of a financial aid application and eligibility for aid is made without regard to a student's disability status. Information about disability status is not requested on the application, nor is it coded into the computer, so neither automated or manual awards could be biased in this regard.

As indicated earlier, there are provisions for possible additional assistance for expenses related to a disability, if requested by the individual.

Federal work study awards, as with other aid, are offered without regard to disabled status. OPS work permits are provided to all eligible students (minimum of six credit hours, a 2.0 GPA and no negative impact on other sources of aid), again, without regard to disabled status.

Question: Describe the facilities that are used in the process through which the institution assists in making employment opportunities available to its students. Discuss any steps that may be required to ensure that all students have equal access to such employment opportunities without regard to disability. Make certain that specific modification required to achieve accessibility are incorporated in the Transition Plan.

A: The Student Employment section is housed in the main financial aid office in Criser Hall which is accessible to students with disabilities as indicated above. All eligible students are considered for the Federal Work Study Program without regard to disability upon completion of a financial aid application packet. OPS employment is available upon request as indicated above. Notice of an employment award is mailed to the student. Prior to the beginning of each Fall term, a listing of all available jobs and the contact persons is also mailed to the student. Updated listings are posted on bulletin boards outside of Criser Hall and other areas around campus. If a student needs special assistance in job placement, student employment personnel will work directly with the student and possible employers upon request.

Question: Discuss the steps that must be taken to ensure that all principles of nondiscrimination in employment are applied to student employees as well.

A: Since students individually interview with the employer for placement, it is possible that a hiring department could intentionally or inadvertently discriminate against an applicant. However, the next update of our *Student Employment Supervisors Handbook*, our

training workshops for supervisors, and our off-campus CWSP contracts will all include material relating to employment requirements under 504 and ADA. Further, all departments should have had at least one representative in attendance in the ADA workshops provided by the Division of Human Resources. Provisions outlined in those workshops apply to student employment as well as staff and faculty employment. If a complaint is received by SFA regarding possible discrimination in the student employment programs, it will be investigated and if found to be valid will be handled as outlined in law and could result in the loss of CWSP eligibility.

Question: Make certain that "outside" organizations or persons providing financial aid or employment opportunities to students with the assistance of the institution do not discriminate on the basis of disability.

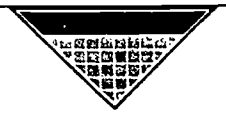
A: The Office for Student Financial Affairs has no evidence that discrimination based on disability exists in other college-administered or private scholarships. In both instances the level of total funds disbursed are relatively small so that even if some level of discrimination occurs, it would not have an overall effect on accessibility of aid for students with a disability. Nevertheless, SFA plans to mail a "Deans, Directors and Department Chairs" letter in early 1993 reminding them of the requirements and the need for compliance with ADA. In regard to private assistance, the university is merely a disbursing agent and is not involved in the application process, eligibility criteria or selection process for this awards.

The Office for Student Financial Affairs does not actively work with employers outside of the University to provide employment opportunities to UF students. As a service to students, however, the Student Employment office does post job notices on campus employment bulletin boards. No effort is made to determine the nature of the employment, rate of pay, job requirements or evidence of discrimination/ non-discrimination.

Question: All steps to be taken as a result of requirements related to financial and employment assistance should be the subject of individual Summary Report Forms. This is recommended unless a procedure more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities.

Discuss the procedure to be followed and the schedule for developing Summary Report Forms for all steps to be taken and actions required as a result of this section on "Financial and Employment Assistance."

A: SFA's Quality Assurance Coordinator will be designated as the individual responsible to ensuring compliance with the requirements of 504 and ADA as outlined in our responses to the questions on this Self-Study. This individual will be asked to review and modify as necessary all written policies and procedures, ensure the updating and modification, as necessary, of all publications and practices (whether written or not). (S)he will be asked to keep a written file



authorization for release of medical information forms are available in large print and are also verbally read to the patient when necessary.

Question: Discuss the general physical accessibility of facilities utilized for student health services, and make certain that specific steps necessary to achieve accessibility are included in the Transition Plan.

A: The Student Health Service building is in the process of renovation. First floor renovation has been completed. Architectural plans for the renovation of the remaining floors were reviewed by the Assistant Dean for Student Services Compliance Officer for ADA. All recommendations have been incorporated in design. The first floor completed renovation met the standards in 1990-91. The building also meets the accessibility standards for the disabled as set forth by the Joint Commission on Accreditation of Healthcare Organizations. The building was last surveyed in 1990 and will be surveyed again in 1993. While room numbers within the building are currently located at the tops of the doors, the names of the room occupants are at 54 inches in large print on the doors. A customer relations person located in the lobby assists new patients and patients with disabilities in locating offices within the building. This is accomplished by physically accompanying the person to their destination.

Question: List and briefly describe all health or insurance policies or plans offered to students by the institution.

A: Neither the University of Florida nor the Student Health Care Center offer health or insurance policy or plan to students. Student Government currently sponsors the plan available at group rates to all undergraduates. Additionally the National Association of Graduate Students has offered and endorsed a plan for graduate students and international students. Current contract for both plans is by Parker and Parker and underwritten by MEGA Life of Dallas, Texas. Numerous other plans are offered throughout the campus by other underwriters. A copy of the Student Government sponsored plan and the Graduate Student endorsed plan are included in the Student Affairs Appendix.

Question: For each policy or plan listed above discuss either: (A) how the policy or plan does not discriminate against persons with disabilities; or (B) steps that will be taken to modify or discontinue the policies or plans to ensure nondiscrimination in the future.

A: Not Applicable (A & B).

Question: Discuss steps that will be taken to make certain that all students (including those with sight or hearing impairments) are informed regularly of the institution's health Equal Opportunity/Affirmative Action Institution services for students.

A: The next printing of our informational brochure sent to all new incoming students will be amended to include the number for the TDD and make known the availability of large print informational brochures.

with installed furniture to provide services to anyone requiring special accommodations. All computers in the office are Macintosh computers which use software compatible with individuals with disabilities installed in the system software. The Visual Aids Reading Room, located in our office, houses both an IBM and a Macintosh computer specifically designated for use by students with disabilities. Both of these machines allow for voice generation of on screen text for visually impaired individuals.

Question: If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

A: The Office for Student Services has TDD and voice capabilities on its present phone system. Plans are in progress to install a free standing TDD with a separate telephone number for 24 hour access to the Office for Student Services. The staff have been trained to identify TDD calls as they arrive and route them to one of two TDDs installed as extensions in our phone system. Office stationary and all office publications identify the availability of TDD service.

Question: What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

A: All publications in the Office for Student Services are produced in-house using desk top publishing capabilities installed in our computer network. As a result, all publications are available in alternative forms, either through large type or production to Braille if requested. All publications have appropriate statements affixed to notify readers of the availability of alternative type styles and a textbook recording service, located in our office, can provide audio versions of publications if requested. Plans are under way to install a network server in the Office for Student Services that will provide text of all office publications to all individuals with computer access via modem or through network connections via Internet.

Question: List all programs, services and activities offered by the Office for Student Services and briefly describe how you will ensure that those programs do not limit the participation of individuals with disabilities.

A: The Office for Student Services offers a wide variety of programs and activities throughout the University of Florida campus. All programs and activities are made accessible by using accessible facilities and providing access to interpreters for the deaf and other accommodations necessary by individual request. All advertisements for programs are required to site the availability of accommodations for persons with disabilities.

Question: To make certain that discrimination (or the potential for discrimination) on the basis of disability does not exist, describe steps that will be taken to review all materials, documents, or agreements related to student

programs, activities, and services, including those related to housing, recreation, transportation, other extra-curricular activities, and any other program or activity.

A: One component of the Office for Student Services is a staff member responsible for programs and services to assist disabled students. As such, this individual regularly addresses the issue regarding any form of discrimination that could result from our activities, and provides information to the professional and clerical staff, on an on-going basis, pertaining to the needs of the office to comply with rules, policies and legislation that would impact our programs and services.

Question: List all policies, materials, documents and agreements, based on the review in above, that discriminate on the basis of disability, or could have the effect of so discriminating. For each, describe steps that will be taken to modify such policies, materials, documents, and agreements.

A: All publications have been revised or are in the process of being revised to note the availability of services for students with disabilities. The Associate Dean responsible for office publications reviews all office publications to ensure inclusion of appropriate language regarding required services for students with disabilities.

Question: List and briefly describe any programs of personal counseling that Student Services provides to its students.

A: The staff in the Office for Student Services offer short term and crisis counseling for students requesting service through our office. Special emphasis is based upon leadership development, sexual harassment, sexual orientation concerns, personal problems, and issues involving racism or other forms of prejudice. In addition, a major program in the office provides services to students with disabilities and provides a comprehensive array of services to students with identified disabilities.

Question: For each program or service listed above, and based on a review of the policies and practices that govern each program or service, discuss either: (A) how the program or service is free from discrimination based on disability; or (B) steps that will be taken to ensure nondiscrimination in the future.

A: The Office for Student Services reviews its policies each year by producing and being involved with the development of the *Student Guide* which is the main source of policies and services to students of the University of Florida (refer to Student Affairs Appendix). All programs in the Office for Student Services are reviewed for their ability to respond to specific student needs without impact on any individual due to their disabilities or other factors.

Question: Describe briefly the facilities that are used in providing the programs or services listed above, and discuss steps that may be necessary to ensure full participation in such programs and services by persons with disabilities. Make certain that specific modifications

Greek Affairs

The area of Greek Affairs was asked to submit answers to specific questions about services provided by area within Greek Affairs. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to Student Affairs Appendix.

Question: List facilities that your office uses for programs, activities, or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

A: The facilities Greek Affairs uses would be as follows:

- P202 Peabody Hall (Greek advisor's office)
- 310 JWRU (Panhellenic, Interfraternity, and Black Greek Council Office)
- fraternity and sorority houses
- classrooms
- the University Auditorium
- meeting rooms in the JWRU

All of the listed facilities are accessible expect for the University Auditorium stage (at the time of this report) and some of the fraternity and sorority houses. In the future, if meetings or events are held in the chapter houses which are not accessible, the *Services for People with Disabilities* statement will be printed with the meeting announcement. 75% of the facilities which house Greek letter organizations are accessible. Every attempt will be made to conduct major programs and/or meetings at the locations which are, in fact, accessible. As University facilities become increasingly more accessible, programs offered in Greek affairs will be more accessible. 95% of programs sponsored by this office are conducted in University facilities.

Question: What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

A: All future publications produced by Greek affairs and the Panhellenic, Interfraternity, and Black Greek Councils will include the following statement:

Upon request, for persons with print related disabilities, this publication is available in alternate format. Please contact the Office for Student Services (392-1261) for information.

The major publications which will be affected include recruitment brochures, magazines, and applications, the hazing statement, alcohol policy, and risk management materials, and all related resource brochures.

Question: If you use telephones in your program, activities, or services, describe the steps taken to ensure that persons with hearing impairments will have access to your services.

A: Office for Student Services phones are currently accessible for persons with hearing related disabilities. All program

related questions can be directed to this office for persons needing special assistance.

Question: Describe steps that will be taken to ensure that all orientation programs do not discriminate on the basis of disability, and that no separate orientation program replaces the regular orientation program for students with disabilities.

A: There are currently two major orientation programs sponsored by Greek affairs. Both Panhellenic and the Interfraternity Council have pre-rush programs to orient new students to the system and process. All students are asked to attend this event regardless of disability. Events such as these are held in facilities which are accessible. Advertisements for these events will include the *Services for People with Disabilities* statement so that special accommodations will be available if needed.

Question: To make certain that discrimination (or the potential for discrimination) on the basis of disability does not exist, describe steps that will be taken to review all materials, documents, or agreements related to student programs, activities, and services, including those related to housing, recreation, transportation, other extracurricular activities, and any other program or activity.

A: Currently, recruitment publications for the Panhellenic and Interfraternity Councils include a statement of nondiscrimination. The constitution and bylaws for these groups also contain such a clause. The Black Greek Council will be adding a nondiscrimination clause to their constitution. This group (BGC) does not do "mass" recruitment. All publications produced by and for Greek Affairs are reviewed by the Assistant Dean for Student Services/ Greek Affairs and the Dean for Student Services This is a requirement and insures that there is no discrimination or the potential for discriminatory statements or procedures. Copies of documents are included in the Student Affairs Appendix.

Question: List all policies, materials, and documents and agreements, based upon the review in the question above that discriminate on the basis of disability, or could have the effect of so discriminating. For each, describe steps that will be taken to modify such policies, materials, documents, and agreements.

A: Currently, Greek Affairs does not have any items which are discriminatory in nature with regard to the aforementioned items.

Question: List those fraternities and sororities which receive significant assistance from the institution.

A: A list of all recognized Greek letter organizations is included in the Student Affairs Appendix. None of these groups receive any significant financial assistance from the University. All groups receive significant assistance in terms of advising, support, recognition, and use of University facilities.

Question: For each organization listed above discuss how the organization does not discriminate in its membership practices against students with disabilities:

A: Each of our Greek letter organizations has in its national constitution and by-laws a non-discrimination clause. The only means of discrimination social fraternity and sorority organizations are allowed to implement is on the basis of gender. All other forms of discrimination are not allowed per their national mandates. (A sample position statement is included in the Student Affairs Appendix. All other Greek letter organizations have similar position statements.)

Question: Discuss steps that will be taken to withdraw the institution's assistance of the organization if discrimination occurs:

A: If any Greek letter organization discriminated on the basis of disability (or any other item except for gender) they would lose recognition as a University student organization. Further, they would most likely lose their charter from their granting organization.

Question: Discuss the procedure that will be used periodically to inform organizations that receive assistance from the institution of prohibitions against discrimination based on disability in membership practices.

A: Annually, the Assistant Dean for Student Services responsible for students with disabilities will be invited to speak to fraternity and sorority chapter presidents. This discussion will focus on the policies associated with students having disabilities as well as how groups can make their services more accessible to all students.

Orientation

The Orientation Program at any institution is a crucial part of any new student program. During any orientation program, information on different services available are usually provided to incoming students. Because orientation is an important part of new student life, the Orientation Program was asked to submit answers to specific questions about services provided by the office. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to Student Affairs Appendix.

Question: List facilities that your office uses for programs, activities, or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

A: The Preview summer orientation program and the regular orientation program at the University of Florida use five main buildings: J. Wayne Reitz Union, Broward Hall, Student Recreational and Fitness Center, Marshall M. Criser Student Services Center, and room P207 Peabody Hall.

J. Wayne Reitz Union: The J. Wayne Reitz Union is currently accessible to all students. The only exception to this would be the stage of the J. Wayne

Reitz Union Auditorium where presenters speak to new students and their parents. The Auditorium will be updated this January 1993 to include a lift for presenters with disabilities.

Broward Hall: The students and parents who wish to stay on campus are housed in Broward Hall. In a brochure sent to all students accepted for Summer B and Fall semesters, the following statement is listed: "Disabled students and other participants with special housing accommodation needs should please note them on the Preview Reservation Form." When we receive these requests, we make sure to put the students on the first floor and in an accessible room.

Student Recreational and Fitness Center: The Student Recreational and Fitness Center is the facility where the students and parents participating in the Preview program eat their meals. This building is accessible to students with disabilities. The route to the Student Recreational and Fitness Center is accessible as well. Students who can't get to the Fitness Center by foot are transported by the University of Florida Handivan.

Marshall M. Criser Student Services Center: The students register for their classes in this building and the building is accessible. The set-up of the registration area is also accessible to all students.

Room 207 Peabody Hall: This is the office location of the university orientation program. Unfortunately, the main reception area is not accessible. The Orientation program is currently in the planning stages of making this area accessible. This will be accomplished by replacing the current secretarial desks (2) with modular units so that the current physical barriers will be gone and enable students to get into our resource room located in P207c. This will be accomplished by Fall 1993.

Question: What steps have been taken to ensure that all publications are accessible to people with visual and print related disabilities?

The orientation program at the University of Florida produces three main publications: a Preview orientation brochure, *Directions* Book, and *Parents Guide*. In 1993, all of these publications will have the following statement: "Students with print related disabilities, please contact the Preview orientation office to request this publication in an alternate format." If students request an alternate format ,we will adjust the current publication to meet the needs of each student.

Question: If you use telephones in your program, activities and services, describe the steps taken to ensure that persons with hearing impairments will have access to your services.

A: In our publications we state the following: "Students with disabilities should contact Dean Ken Osfield in P205 Peabody Hall or at (904) 392-1261 (V-TDD). (Refer to Student Affairs Appendix.) If students require interpreters, we hire an interpreter to accompany the student through the interest sessions and the registration process.

Question: Describe the steps that will be taken to ensure that orientation programs do not discriminate on the basis of disability, and that no separate orientation program replaces the regular orientation program for students with disabilities.

A: The following steps will be taken to ensure that the orientation programs do not discriminate on the basis of disability:

- Our orientation materials will continue to encourage all students to participate in the Preview program.
- Make sure that all facilities that are used for the program are accessible to all students.
- Continue to include statements in our brochures requesting the special needs of our disabled students.
- Provide publications in alternate format based on each student's request.
- Continue to include a training session on students with disabilities to the Preview orientation staff.
- Start a training session for the Preview Selection Team on students with disabilities.
- Attend a Student Council of the disABLED meeting to encourage disabled students to apply for Preview staff positions.
- Install modular furniture to replace the current secretarial desks in P207 Peabody Hall.
- Continue to work closely with the Assistant Dean for Student Services/Programs and Services for Students with Disabilities to ensure that we are meeting the needs of students with disabilities.

Student Government

The Student Government Association (SG) at the University of Florida has a long history of providing support to students with disabilities. Within SG funded groups are two student organizations and one executive cabinet that address issues of disability and access. The Student Council of the disABLED (SCD), Accessible Barrier-Free Legal Education (ABLE), and the disABILITY Affairs Cabinet all have as their primary goal the promotion of persons with disabilities.

SG, in a pro-active stance, included in its 93-94 budget a $25,000 line item for ADA access. That money will be used to provide interpreters for the deaf, alternate print materials, transportation, and support to other disability access issues.

The Student Government Association was asked to submit answers to specific questions about services provided by the organization. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to Student Affairs Appendix.

Question: List facilities that your office uses for programs, activities or services

offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

A: The various Student Organizations which are funded by Activity and Service Fee funds currently use many of the buildings on campus. Our plans to insure that these facilities are accessible include, but are not limited to, the following.

A walk-through survey is to be completed by persons using wheelchairs and people whose sight is impaired. This walk-through would be directed/monitored by the Director of the disABILITY Affairs Cabinet and would help SG locate areas in offices that need to be redesigned to be made accessible.

Also, Student Government plans to review and endorse the findings of the committee headed by interior design Professor Jim West, which is currently reviewing all buildings for accessibility.

Question: What steps have you taken to ensure that all publications are accessible to people with visual or print related disabilities?

A: Student Body Statutes require that all funded publications include the statement "For individuals with documented print related disabilities, this publication is available in alternate format upon request. Contact 'the organization name' for more information."

Question: If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

A: Student Government will work to insure that all telephones used by SG funded organizations will have access to the Florida Relay Service, so that persons with hearing impairments can have access to SG funded organizations. Organizations will be advised to list on letterheads and publications the FRS number as well as their number to insure all persons will be able to communicate with organizations on campus.

Question: What steps have you taken to ensure that all programs, services, activities and events are open to all people with disabilities?

A: Student Government will work to inform all SG funded organizations that they should hold meetings in accessible areas, have alternate formats of publications, and have constitutions that provide for non-discriminatory practices for membership. These should specifically state "does not discriminate on basis of disability" in their constitution.

For activities and events the following statement would be required on all ads, fliers, programs, etc.: "For individuals with disabilities, requiring special accommodations, please contact 'organization name' within 72 hours of the program so that proper consideration may be given to the request."

Student Government will also advise all funded organizations that if their organization is contacted for an interpreter to contact Ken Osfield at OSS/PSSD at 392-1261 to make arrangements.

Student Government will work to require that all letterhead and publications list the Florida Relay Number for hearing impaired individuals.

Question: To make certain that discrimination (or the potential for discrimination) on the basis of disability does not exist, describe steps that will be taken to review all materials, documents, or agreements related to student programs, activities, and services. List all policies, materials, documents, and agreements, based on this review, that discriminate on the basis of disability, or could have the effect of so discriminating. For each, describe steps that will be taken to modify such policies, materials, documents, and agreements.

A: Student Government will work for the passage of an amendment to the Student Body Codifications which would require the items listed above. The General Accounting Office of the Student Government Finance Office would then, as part of its annual audit of each organization, monitor their compliance with these requirements.

OTHER AREAS OF INTEREST

COMMENCEMENT

The primary facility used for commencement is the O'Connell Center. The Center has designated parking spaces and is accessible for persons with mobility impairments. Persons with mobility impairments are asked to use Gate Four and once in the facility, to ask for assistance from one of the O'Connell Center "Orange Coat" staff. They will assist either visitor or graduate with getting to the appropriate areas.

In a letter from the University of Florida Registrar and Commencement Coordinator, students are informed each semester, that if accommodations are needed as a result of a disability, to contact Assistant Dean for Student Services/Programs and Services for Students with Disabilities so that proper consideration may be given to the request (refer to Commencement Appendix). Students should contact the Assistant Dean for information for either themselves or guests.

Facilities are accessible to persons with mobility impairments and interpreters are provided for those with hearing impairments. Assistive listening devices are being purchased for those who use assistive hearing devices.

The ADA coordinator and the CPD has recommended that only accessible facilities be used for any commencement activity. Currently approved facilities are the O'Connell Center, and the Center for the Performing Arts. The University Auditorium will be going through renova-

tions for access, but until then, the ADA coordinator and the CPD have asked that the facility not be used for commencement.

CULTURAL PROGRAM SERVICES

Florida Museum of Natural History

The Florida Museum of Natural History, located at the center of the University of Florida campus, is the largest natural history/anthropology museum in the Southeast, and one the of the top ten in the nation. Its research collections contain nearly 6.5 million specimens. The Museum contains several departments that are available to the general public contingent upon their respective functions.

The Florida Museum was asked to submit answers to specific questions about services provided by the program. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to Cultural Programs Appendix.

Question: Describe the telecommunications services for persons with disabilities available at the Museum for staff and visitors.

A: The general information desk in the Museum lobby has Florida Relay Service information available for telephone assistance. Services for hearing impaired guests are not available; however, Museum staff and volunteers will arrange for assistance for hearing impaired visitors for programs requiring amplification or interpreters for the deaf. There are no public telecommunications services in the research departments. All incoming calls are routed through the central switchboard.

Question: Does the Florida Museum of Natural History make available its publications in alternate formats for those individuals who have a visual impairment?

A: Museum information brochures are not currently available in alternate forms. The brochures will be available in large print at a future date. Large type copies of research and service publications will be made available upon request.

Question: Describe the computer services currently available at the Museum and the extent to which these services are accessible to persons with disabilities.

A: Computer equipment in the Fossil Study Center is accessible; however, larger visuals are needed. Volunteers will assist those visitors with disabilities who require aid to facilitate their enjoyment of the programs and services that the Museum offers.

Computing facilities in the Departments of Natural Sciences and Anthropology are not open to the public. They are assigned to specific staff and faculty. When necessary, alternate arrangements will be made to make them accessible to employees with disabilities.

Question: Are the public and work areas within the Museum of Natural History physically accessible to visitors and staff?

A: The public areas include the exhibits, rest rooms and balcony. The Museum's North Florida cave exhibit and Mayan Palace entrance and exit are wheelchair accessible with assistance. The Museum will provide volunteers upon request. Signage defining access for persons with disabilities is being prepared. Balcony space for persons in wheelchairs will be reserved for performances in the courtyard.

The facilities in the Departments of Natural Sciences and Anthropology are not open to the public. They include faculty offices, research laboratories and collection storage areas in Dickinson Hall, C.A. Pound Human Identification Laboratory on Radio Road, Special Projects Facilities also on Radio Road, Herbarium in Rolfs Hall, Allyn Museum of Entomology in Sarasota, and Sanctuary in Putnam Hall, Florida. These facilities are not fully accessible to visiting scholars or students with disabilities who have been cleared to consult the collections. However, it is the policy of these departments to make alternate arrangements for each visitor with a disability who desires to use specific collections. The Herbarium is not accessible to students, faculty, staff or visitors who use a wheelchair. However, the Museum will make arrangements to the maximum extent possible for individuals using wheelchairs to visit this area.

Samuel P. Harn Museum of Art

The Samuel P. Harn Museum of Art, with 18,000 square feet of exhibit space, is one of the largest museums in the Southeast. The Harn offers extensive programs through the Education Department that include lectures, performances, film/video series and docent-led tours. No policies or practices were identified that would make the museum inaccessible to persons with disabilities or special needs.

The Harn Museum was asked to submit answers to specific questions about services provided by the program. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to Cultural Programs Appendix.

Question: Describe the telecommunications services for persons with disabilities at the Harn Museum.

A: All of the telephones within the facility are adapted to meet the needs of visitors or employees with hearing impairments.

Question: Is the information published by the Harn Museum available in alternate formats?

A: Yes, Printed materials relating to the Museum and permanent and touring presentations can be conveyed by volunteers at the Information Desk and by docents. Readers are also available for the visually impaired.

Question: What computer or technological services are available to visitors or staff at the Museum?

A: An Audex infrared listening assistance system is an integral component of the Museum's sound equipment for visitors with a hearing impairment.

Question: Describe the current policies and practices at the Harn Museum that pertain to physical accessibility.

A: The Harn is totally accessible to guests or staff who use a wheelchair, as there are no stairwells. The stairs that do exist lead to the Registration Department and if anyone who is unable to use the stairs needs to go downstairs, the museum has a freight elevator that is available to transport them.

One of the two water fountains in the Harn Museum is wheelchair accessible. The handles of the doors at the Museum were chosen specifically because of their accessibility to persons with disabilities. All of the entry doors are self-holding and lock in an open position when pulled back. A wheelchair lift to the stage in the Museum's auditorium is expected to be completed during the fiscal year 1992-93. Wheelchairs are available to use by the general public during their visits to the Harn Museum.

The Center for the Performing Arts

The Center is located on the University of Florida campus and presents a calendar of events that begins in August and extends through April. A variety of events are offered that include musical, dance and cultural presentations. The Center offers a complete list of services for persons with disabilities. Refer to the program bulletin in the Cultural Program Appendix for a complete listing of services provided to persons with disabilities. The following is an explanation of those services provided.

Question: Describe the programs and features available at the Center pertinent to telecommunications, publications, computational facilities and physical accessibility for persons with disabilities who visit or work at the Florida Center for the Performing Arts.

A: The Center offers a variety of services for persons with disabilities. Seating and companion seating is available on both the orchestra and balcony levels, and sound enhancement systems are available for persons with hearing impairments. Alternate format publications are also available.

The Center encourages that prospective guests should contact them 72 hours prior to the performance so that proper consideration may be given to the requests.

ELECTRONIC TECHNOLOGY

The University released a Task Force report on Technology and Computer Access for Persons with Disabilities on June 8, 1992. That report discussed current policies and access to computers and other technologies on campus. Thirteen recommendations were made in the report that was submitted to the Provost. A copy of the complete report is contained in the Technology Appendix.

The CPD recommends that access to all technologies at the University be open to all individuals with disabilities. The

CPD recognizes that to achieve that goal would require large sums of money. The CPD also recognizes that the current demand for access to technology has been small. This does not lessen the concern or the need to provide access to technology and the CPD recommends that as the need for access to computer technology increases, the University have a plan to address the increased need. To purchase equipment and not use it would be a waste or resources that may be put to better use elsewhere. It is the recommendation of the CPD that all requests for alternate technology access be submitted to a staff person responsible for new technology access. It is also further recommended that this person develop the University plan for implementing access when a request is made.

Currently the University uses the Visual Aids Reading Room (VARR), a special adaptive computer lab, located in P205 Peabody Hall, as its main vehicle to bring the University into compliance with ADA and 504. This project is funded with grant money and with support from student government. Technical support is provided by CIRCA, but is limited at present to only technical support. Because the current demand for computer services by individuals is not great, the VARR currently meets the University's demand as an option for access. The CPD recommends that CIRCA develop a plan to make all its computer labs accessible to the visually and physically impaired and that CIRCA be charged with providing technical direction in the area of adaptive technology for all areas using computer equipment within the University.

All areas using computers have been asked to self-evaluate access to those services by persons with disabilities. Every area surveyed was asked if computers are available for public use and, if so, how access to these computers for persons with physical and visual impairments was to be made possible. For information on specific areas, please refer to the department surveys.

PUBLICATIONS

An institution the size of the University of Florida produces a variety of printed information. In an effort to provide access to all printed materials, the CPD recommends that each department provide access to its printed materials in at least two formats. Anyone requiring printed materials in alternate format can request a copy of the document from the office responsible. The format provided should be decided upon in conjunction with the department and the person requesting the document. For individuals who are visually impaired but not blind, the first option should always be large print text. This can be accomplished by enlarging the existing document to 120-140% on a photocopy machine using 11x17 paper, or by changing the font size on an electronic version of a document and printing a special copy. The second option depends upon the individual request. Suggestions include Braille, information on computer disk, audio cassette, or reading the information to the person as all blind individuals do not read Braille. For documents requested in Braille or audio cassette, the Office for Student Services can assist through the VOCAL-EYES and Visual Aids Reading Room programs. There will be a production charge (cost of materials) billed to the department requesting Braille and audio version documents.

Does this mean we have to produce everything in advance? No. The CPD suggests that departments only need to produce the document after a request has been made. The recommendation is that departments have a plan ready to provide access, so that the person requesting the document can have it within a reasonable period of time. If the document is free, there can be no charge for the publication or the service rendered.

For all publications generated at the University, it is recommended that departments should also begin to include a statement somewhere in the front of the publication that it is available in alternate format. The statement should read as follows: "Upon request, for individuals with documented print related disabilities, this publication is available in alternate format. Contact BLANK for more information." Also, it is further recommended that all publications either contain a TDD number or the FRS number.

Refer to the Publications Appendix for a comprehensive listing of publications that list services for persons with disabilities, that are available in alternate format, and that list either an FRS or TDD number.

RECREATION AND ATHLETICS

Recreation

A comprehensive report has been submitted by the College of Health and Human Performance regarding recreation programs and services for persons with disabilities. The Recreation Appendix contains a complete summary of the College's clubs, student recreation programs, special events, intramural activities, Sports Fitness Program and the Professional Program in Exercise Sports. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to the Recreation Appendix.

Question: If you use telephones in your program, activities, or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

A: All publications will include a statement regarding the Florida Relay Service and its telephone number (1-800-955-8771 TDD).

Question: What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

A: The following statement will be included in all publications from the college informing individuals of a college program or event:

"Upon request, for individuals with documented print related disabilities, this publication is available in alternate formats. Contact the Dean's Office, Room 201 Florida Gym or 392-0578, for more information."

The alternate formats will include enlarged print, Braille copies, audio cassettes, and information on computer disks.

Question: List the facilities that your office uses for programs, activities or

Question: Based on an analysis of the policies, procedures, and practices relating to each educational or recreational program and service the College of Health and Human Performance offers, discuss either: (A) how the program is free from discrimination based on disability, with or without the option of separate or different programs; or (B) steps that will be taken to ensure equal opportunity in the future.

A: The programs contained in the appendices are open and available to all University of Florida students. If there is a problem with access to a program because of the inaccessibility of a facility, arrangements will be made to accommodate disabled persons so that they have access to that program. The college also offers adaptive physical education courses for persons with disabilities who wish to participate in supervised, individualized physical activities. Every effort is made by the college to make the programs offered accessible to disabled persons.

Question: Discuss any health examinations that are required to all students prior to participation in physical education or recreation. Describe steps that will be taken to make certain that such examinations measure health conditions related to the participation, and do not exclude persons with disabilities based on unrelated criteria.

A: The college does not require any type of health examination before participation in any of its physical education classes or recreational activities.

Question: Discuss the steps that will be taken to communicate to students (including those with sight or hearing impairments) regarding the availability of alternate physical education or athletic programs for persons with disabilities, if they wish to participate in such.

A: Brochures and lists of activities and programs for persons with disabilities will be sent to the OSS/PSSD to be posted and available for any interested students. A statement will be added to any listing of programs and activities stating that information is available in the OSS/PSSD. A statement will also be added to the materials that upon request this information is available in alternate formats.

Question: Describe safeguards that will ensure that a qualified disabled athlete will not be discriminated against in his or her participation in physical education or recreation programs.

A: No students will be excluded from participation solely on the basis of their disability. Every effort is being made by the College of Health and Human Performance to accommodate individuals with disabilities, within reason, for all activities offered by the college. The College of Health and Human Performance, as part of the University of Florida, adheres to the policies and procedures set forth in the universities Equal Opportunity/Affirmative Action statement.

Question: Does the institution require as a prerequisite to attaining a degree

that students complete some requirement regarding physical education or athletics?

A: **Yes _ No _X**

The Stephen C. O'Connell Center

The O'Connell Center was asked to submit answers to specific questions about services provided by the facility. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to Recreation Appendix. The O'Connell Center is under the operational direction of the Administrative Affairs Division, but has been included within the Recreation area because of the link between the two areas.

The O'Connell Center is a 12,000 seat, 296,000 square feet multipurpose facility located on the University of Florida campus.

Compliance Officer: The ADA compliance officer for the O'Connell Center will be the Associate Director.

Grievance Procedures: A patron of the O'Connell Center shall file any grievance relating to the ADA and SCOC policy in writing to the Associate Director who will then respond to that person in writing. If the patron is not satisfied with said letter, a meeting would be scheduled with the patron and the Associate Director to discuss the issue. If this is not satisfactory, the patron has the option to take his/her grievance to the Committee on Persons with Disabilities in the Office of Student Services. This Committee oversees ADA compliance at the University of Florida. The Committee will investigate the patron's grievance with the Center.

Programs and Accessibility: The O'Connell Center programs include instruction, entertainment, recreation, intramurals, sporting events, trade shows, and lectures. All of these programs are accessible to the disabled for either participation or viewing.

Patrons in wheelchairs are not permitted on the floor level for concerts because there are no emergency exits and access to the elevator is off limits to the general public because of back stage security requirements. In an emergency situation with the lights out, it would be hard to identify patrons in wheelchairs. In addition, in accordance with Section II. 5, of the ADA, a backdoor/hallway cannot be used for program accessibility if the area is not open to the public and the individual does not have to travel a distance or through non-public areas such as storerooms. In the case of a concert, the back hallway is used for storage and loading of band equipment throughout the show.

Patrons with wheelchairs are not permitted on the arena floor for athletic events, because there is no room for seating. There is seating for disabled users at the second level (gate corners) for these events. Working personnel in wheelchairs are permitted on the floor with proper credentials.

Patrons in wheelchairs are permitted on the arena floor for trade shows, classes,

recreational activities and speeches (when backstage security does not prohibit this).

The O'Connell Center is accessible to disabled users through airlocks at Gates 3 and 4. All classrooms and activities are accessible through these airlocks. Disabled patron seating for concerts and sporting events is at the second level corners of the arena. The pool is accessible through the pool deck or the gates by way of the elevator. A lift for the pool is available and is operated by the lifeguards or instructors for their respective programs.

A lift for the O'Connell Center stage is available for all University events, such as commencement and speeches, to provide accessibility to these programs.

Due to the physical limitations of the facility there are not enough required wheelchair seating locations as mandated by the ADA. However, the building was constructed before the ADA and this new formula applies to new construction only. Other arenas are experiencing the same problem; therefore we will monitor the situation with the hope that companies will develop some type of adaptable seating that can be configured into existing seating.

The O'Connell Center does comply with the one percent fixed seating with movable arm rests required by the act.

Services: The O'Connell Center has restroom stalls for the disabled at all level 2 locations as well as the men's and women's locker rooms. Estimates are underway to install mirrors and sinks for the disabled in the locker rooms and in the level 2 men's restrooms which currently do not have any.

Concession stands are currently being renovated at all four gates. When completed, they will include a counter section that meets ADA accessibility requirements.

The O'Connell Center provides an informational brochure on the building. When new procedures are printed, they will be done in large type for the visually impaired. Menu boards for concession stands will be read to those who need help simply by asking concession employees.

Sign interpreters for the hearing impaired are provided when arrangements are made with the O'Connell Center Administrative Office two weeks prior to the event date. Those wishing to use a hearing assistance system can obtain one by asking an usher at the event.

Future advertising for events or activity information will list the Florida Relay Service TDD number (1-800-955-8771) for the hearing impaired. The O'Connell Center will require all promoters to list the TDD number; however, the center does not always coordinate advertising for shows, the promoter or Student Government Productions often does. If the number does not appear as an oversight, the Center will notify the promoter immediately.

Employment: Full time employment is handled through University Personnel

Services; therefore all guidelines and procedures required for employment by the ADA are coordinated through that office.

Part time student employees are hired directly through the O'Connell Center. These student positions are filled in accordance with the ADA, include essential job functions the student performs without which the position would not exist, and which an individual must be able to perform unaided or with reasonable accommodations.

Emergency Evacuation: As a part of the O'Connell Center's overall evacuation plan for emergencies and natural disasters, any assistance needed by disabled patrons in exiting the facility would be provided by ushers stationed in the disabled seating areas.

Future Construction Consideration: The long range plan of the O'Connell Center is to install another disabled user entrance at gates 1 and 2, thus making all gates easily accessible. At present there are no other long range construction plans that would affect the disabled; however, if any do surface, all ADA policies will be followed. Physical Plant oversees all construction projects in the Center, so they will be responsible for implementing any ADA requirements that would affect the disabled using the facility.

University Athletic Association

The University Athletic Association was asked to submit answers to specific questions about services provided by the facility. The following is a list of those responses. For a more complete listing of responses and other supporting information submitted, please refer to Recreation Appendix.

Question: List and describe briefly any physical education, intercollegiate athletics, club athletics, or intramural athletics programs that are offered by the institution to its students.

A: The University Athletic Association offers intercollegiate athletics in the sports of men's and women's basketball, men's and women's indoor/outdoor track and field, men's and women's cross country, men's and women's tennis, men's and women's golf, men's and women's swimming and diving, football, baseball, women's volleyball and women's gymnastics. All intercollegiate sports are sponsored by the NCAA and the Southeastern Conference.

Question: Based on an analysis of the policies, procedures, and practices related to each, for each program listed above, discuss either: (A) how the program is free from discrimination based on disability, with or without the option of separate of different programs; or (B) steps that will be taken to ensure equal opportunity in the future.

A: All intercollegiate athletic programs are free from discrimination based on an individual's disability. Any student desiring a try out for a particular sport must approach the head coach of the respective sport. During this interview, the student would discuss all aspects of the tryout with the coach, which would

include NCAA, SEC and institutional rules and regulations, as well as standards established by the respective coach. The student would then discuss all options relative to the student trying out for the team.

Question: Discuss any health examinations that are required of all students prior to participation in physical education or athletics. Describe steps that will be taken to make certain that such examinations measure health condition related to the participation, and do not exclude persons with disabilities based on unrelated criteria.

A: Prior to any student participating in intercollegiate athletics, the student must undergo a physical examination by the team physician and have parental permission before being authorized to practice. In the event a medical condition is detected which could cause harm to the student, then a consultation would follow with the student, physician, coach, and parents of the student. Status of the student's participation in the intercollegiate sport would be determined at that time.

Question: Discuss steps that will be taken to communicate to students (including those with sight or hearing impairments) the availability of separate or different physical education or athletics programs for persons with disabilities, if they wish to participate in such.

A: There are no "separate or different" programs sponsored by the University Athletic Association other than those stated above.

Question: Describe safeguards that will ensure that a qualified athlete with a disability will not be discriminated against in his or her participation in physical education or athletics program that are not separate or different.

A: Each member of the University Athletic Association's coaching staff will be briefed on the sensitivity of the ADA legislation. Association's coaching staff will be made aware of the impact the ADA brings to our campus, and that discrimination will not be tolerated.

Question: Does the institution require as a prerequisite to attaining a degree that students complete some requirement regarding physical education or athletics?

A: Not applicable to the University Athletic Association in that the Association does not award degrees.

Question: Discuss the accessibility of athletics facilities for persons with mobility impairments, and steps that may be necessary to achieve accessibility and full participation for such individuals.

A: All facilities maintained by the Athletic Association are, or will be, accessible to the disabled as improvements are planned in order for all Athletic Association facilities to meet and/or exceed ADA guidelines. The Office for Student Services, specifically Kenneth Osfield, has personally reviewed all athletic facilities for ADA review, and construction has been planned and/or coordinated for the areas not in compliance.

CONCLUSION

The most difficult part of the entire Americans with Disabilities Act Self-Evaluation process will be implementing all of the recommendations and monitoring progress in rectifying identified deficiencies. All deficient situations are to be brought into compliance by July 26, 1995.

Due to the size and scope of the University of Florida it is not possible for the current ADA coordinator to be responsible for implementing the recommendations of the self-evaluation or monitoring progress toward removing identified deficiencies. To assist with the process, the University President has formed a new ADA policy advisory committee. However, this committee will need a central person responsible for ADA implementation. It is the final recommendation of the Committee on Persons with Disabilities that the University of Florida evaluate the need to hire one full-time person to coordinate all University ADA Compliance.

Please refer all questions in reference to this self-evaluation or ADA compliance to Assistant Dean for Student Services, Kenneth J. Osfield, Office for Student Services, P202 Peabody Hall, Gainesville, FL, 32611, (904) 392-1261 (V/TDD).

RECOMMENDATIONS

The following recommendations have been taken from the text of the self-evaluation. Please refer to text of self-evaluation to see in what context the recommendation was made:

- It is the recommendation of the CPD that each department have at least one in-service on ADA/504 issues each year. (p. 12)

- It is the recommendation of the CPD that any program publishing admission bulletin/catalog list information about services for persons with disabilities. (p. 13)

- It is the recommendation of the CPD that each department begin to either list a TDD or FRS telephone number on its office letter head. (p. 13)

- It is recommended that all publications that identify a telephone number also include either a TDD or FRS number. (p. 13)

- It is the recommendation of the CPD that, upon request, printed materials will be provided in an alternate format. (p. 14)

- It is the recommendation of the CPD that the University develop a university wide system for providing alternate print documents. (p. 14)

- The CPD, through the Technology Task Force (refer to Technology Appendix), has recommended that the University provide funding for one full-time FTE to be responsible for computer access on campus. (p. 14)

- It is recommended that at least one carrel be accessible to persons with physical, and visual impairments. (p.15)

- It is the recommendation of the CPD that as departments receive requests for access to computer labs that the departments operating the lab have a plan already developed to address the issue of access, and that the equipment to make access possible be installed as soon as possible. The department on campus ultimately charged with computer access should also have a plan to assist these labs with access. The CPD recommends that equipment should be available to users no later than five working days after a request is made. (p. 15)

- It is the recommendation of the CPD that the University begin to recruit persons with disabilities as students and employees. (p. 15)

- It is the recommendation of the CPD that OIR investigate the need to hire a professional who is trained to work with persons with disabilities. (p. 24)

- It is the recommendation of the CPD that OIR investigate the need to hire tutors trained to work with persons with learning disabilities, and that OIR contact the Department of Special Education for possible assistance. (p. 27)

- It is the recommendation of the CPD that OIR and the Foreign Language Department investigate the need for a sign language sequence option that

would fulfill admission requirements and specific departmental requirements. (p. 27)

- The College of Medicine and the College of Veterinary Medicine have not submitted petition procedures. It is the recommendation of the CPD that the ADA coordinator work with both colleges to develop their admission statements. (p. 40)

- It is the recommendation of the CPD that the University of Florida review its recruitment policies and begin to actively recruit students with disabilities. (p. 41)

- It is the recommendation of the CPD that the SFA Director continue to work at the State level to have the State aid requirements changed in order to allow a student with a disability an opportunity for State aid with as few as 6 credits. (p. 60)

- It is the recommendation of the CPD that the ADA coordinator work closely with the Baby Gator Director to improve services to persons with disabilities, especially with regard to telecommunications and publications. (p. 71)

- The ADA coordinator and the CPD have recommended that only accessible facilities be used for any commencement activity. Currently approved facilities are the O'Connell Center, and the Center for the Performing Arts. The University Auditorium will be going through renovations for access, but until then, the ADA coordinator and the CPD have asked that the facility not be used for commencement. (p. 78)

- The CPD recommends that access to all technologies at the University be open to individuals with all disabilities. (p. 81)

- It is the recommendation of the CPD that as the need for access to computer technology increases, the University have a plan to address the increased need. (p. 82)

- It is the recommendation of the CPD that all requests for alternate technology access be submitted to a staff person responsible for new technology access. It is also further recommended that this person develop the University plan for implementing access when a request is made. (p. 82)

- It is the recommendation of the CPD that CIRCA develop a plan to make all its computer labs accessible to the visually and physically impaired and that CIRCA be charged with providing technical direction in the area of adaptive technology for all areas using computer equipment within the University. (p. 82)

- It is the recommendation of the CPD that each department provides access to its printed materials in at least two formats, and has a plan ready to provide access, so that the person requesting the document can have it within a reasonable period of time. (pp. 82-83)

- It is the recommendation of the CPD that departments should also begin to include a statement somewhere in the front of the publication that it is available in alternate format. The statement should read as follows: "Upon re-

quest, for individuals with documented print related disabilities, this publication is available in alternate format. Contact BLANK for more information." (p.83)

- It is the final recommendation of the Committee on Persons with Disabilities that the University of Florida evaluate the need to hire one full-time person to coordinate all University ADA Compliance. (p. 90)

The following recommendations are not contained within the self-evaluation and have been added to this report because of the importance of the issues:

- It is the recommendation of the CPD that the Office of Traffic and Parking survey the disabled parking spaces each year and provide a map of all disabled parking spaces. This map should also show routes of travel to and from all buildings, marking the accessible entrances of all buildings, with elevator designations where appropriate.

- It is the recommendation of the CPD that the Provost investigate the need to hire one full-time FTE as an interpreter for the deaf. The current interpreter position is made possible with grant money that is very unstable.

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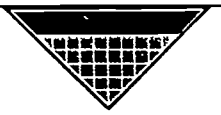
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UNIVERSITY OF
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OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

MEMORANDUM

To: Andrew Sorensen
Deans and Directors

From: Kenneth Osfield
Assistant Dean for Student Services

Date: October 1, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Academic Affairs Questions

I have been asked to coordinate the University of Florida's Self-Evaluation, which is a requirement of the Americans with Disabilities Act. In order to complete that Self-Evaluation, I need your assistance. Please answer all questions that are applicable to your specific program. List question, followed by complete answer. Please **return to** the Office for Student Services **by November 11, 1992**. Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) I am available for one-on-one consultation and group presentations. If there are any questions, or if you would like to schedule a meeting please contact Ken Osfield at 2-1261.

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

(2) If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

(27) Discuss the procedures and schedule for a deparment, by-deparment review of all academic programs and activities of the institution to determine or identify factors including the following:

(A) whether or not there are any degree requirements or course requirements

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(including prerequisites) that discriminate on the basis of disability or have the effect of so discriminating;

(B) the extent to which alternate testing processes are necessary to eliminate discrimination in testing and evaluation of student ability and achievement;

(C) those off-campus activities or excursions related to a course or a degree requirement that would require accommodation for students with mobility impairments;

(D) those off-campus programs (e.g., student teaching, internships) that are related to a course or degree requirement and must include opportunities that are, as a whole, equal to those of nondisabled students;

(E) policies or practices related to library or reading room use, special reading collections of a department, and reserved reading materials;

(F) practices related to professors' office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours;

(C) policies and practices related to student participation in research;

(H) inaccessible facilities that must be used by students;

(I) any special equipment or devices that may require adaptation for use by students with certain disabilities;

(J) any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students; and

(K) all policies, procedures and practices of the department, as reflected in written documents related to degree requirements, course requirements, the process of assigning students to courses, course descriptions, curriculum guides that outline the content and instructional methodologies of courses, and other similar materials.

(28) In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504 and ADA, including the following:

(A) that no student may be excluded from any course or any course of study solely on the basis of disability;

(B) that modifications in degree or course requirements may be necessary to meet the requirements of some students with disabilities (include examples);

(C) that prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some students with disabilities;

(D that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;

(E) that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);

(F) that classes may have to be rescheduled to permit access for students with mobility impairments;

(G) that special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases; and

(H) that it is discriminatory to counsel students with disabilities toward more restrictive careers than nondisabled students, unless such counsel is based on strict licensing or certification requirements in a profession.

(29) Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are informed periodically of requirements contained in section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities, including:

(A) that no one may be excluded from any course, or course of study, on account of disability;

(B) that classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms;

(C) that academic degree or course requirements may be modified in certain instances to ensure full participation by students with disabilities;

(D) that alternate methods of testing and evaluation are available in all courses offered by the institution for students with requirements for such methods;

(E) that auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills; and

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OFFICE FOR STUDENT SERVICES

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MEMORANDUM

To: Dale Canelas
Betty Taylor
Ted Srygley
UF Library Directors

From: Kenneth Osfield
Assistant Dean for Student Services
ADA Coordinator

Date: August 26, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Library Questions

Please answer all quesitons, listed below. List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30. 1992.** Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

(2) If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

(33) Describe any modifications in library policies, practices, services, or facilities that will be required to ensure equal opportunity for persons with disabilities. Consider all user services and how they will be delivered (or made accessible) to persons with disabilities, especially persons with visual impairments (and their readers). Provide copies of any access programs or policies.

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Gainesville, FL 32611-2058
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MEMORANDUM

To: Patrick Bird
Charles Williams

From: Kenneth Osfield

Date: August 23, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Recreation Questions

Please answer all quesitons, listed below. List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30, 1992**. Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

(2) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(83) List and describe briefly any physical education, club athletics, or intramural athletics programs that are offered by the institution to its students.

(84) Based on an analysis of the policies, procedures, and practices related to each, for each program listed in (83), discuss either: (A) how the program is free from discrimination based on handicap, with or without the option of separate or different programs; or (B) steps that will be taken to ensure equal opportunity in the future.

(85) Discuss any health examinations that are required of all students prior to participation in physical education or recreation. Describe steps that will be taken to make certain that such examinations measure health conditions related to the participation, and do not exclude persons with disabilities based on unrelated criteria.

(86) Discuss steps that will be taken to communicate to students (including those with sight or hearing impairments) the availability of separate or different physical education or athletics programs for persons with disabilities, if they wish to participate in such.

(87) Describe safeguards that will ensure that a qualified disabled athlete will not be discriminated against in his or her participation in physical education or recreation programs that are not separate or different.

(88) Does the institution require as a prerequisite to attaining a degree that students complete some requirement regarding physical education or athletics?

Yes _____ No _____

If "yes," either: (A) demonstrate that the requirement is essential to the course of study in question; or (B) describe the steps that will be taken to make certain that the requirement is modified for individual students with disabilities who are unable to complete the requirement.

(89) Discuss the accessibility of recreation facilities for persons with mobility impairments, and steps that may be necessary to achieve accessibility and full participation for such individuals.

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MEMORANDUM

To: Jeremy Foley
Danny Shelton

From: Kenneth Osfield

Date: August 12, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Athletic Questions

Please answer all quesitons, listed below. List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30, 1992.** Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

(83) List and describe briefly any physical education, intercollegiate athletics, club athletics, or intramural athletics programs that are offered by the institution to its students.

(84) Based on an analysis of the policies, procedures, and practices related to each, for each program listed in (83), discuss either: (A) how the program is free from discrimination based on handicap, with or without the option of separate or different programs; or (B) steps that will be taken to ensure equal opportunity in the future.

(85) Discuss any health examinations that are required of all students prior to participation in physical education or athletics. Describe steps that will be taken to make certain that such examinations measure health conditions related to the participation, and do not exclude handicapped persons based on unrelated criteria,

(86) Discuss steps that will be taken to communicate to students (including those with sight or hearing impairments) the availability of separate or different physical education or athletics programs for handicapped persons, if they wish to participate in such.

(87) Describe safeguards that will ensure that a qualified handicapped athlete will not be discriminated against in his or her participation in physical education or athletics programs that are not separate or different.

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(88) Does the institution require as a prerequisite to attaining a degree that students complete some requirement regarding physical education or athletics?

Yes _____ No _____

If "yes," either: (A) demonstrate that the requirement is essential to the course of study in question; or (B) describe the steps that will be taken to make certain that the requirement is modified for individual handicapped students who are unable to complete the requirement.

(89) Discuss the accessibility of athletics facilities for persons with mobility impairments, and steps that may be necessary to achieve accessibility and full participation for such individuals.

cc: ADA file

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MEMORANDUM

To: Barbara Talmadge-Fincher
Bill Kolb

From: Kenneth Osfield

Date: August 23, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Registrar supplemental questions

Please answer all quesitons, listed below. List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30, 1992**. Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

(2) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

(30) Describe the general process that will be employed for rescheduling classes to make certain that all courses are available on request to students with mobility impairments.

31) Describe steps that will be taken to ensure that no automatic or arbitrary scheduling or rescheduling process makes changes or special arrangements for any student with a disability who may not desire or require such treatment.

(34) Describe the process of registering for courses and modifications in this process that may be necessary to ensure full participation for persons with disabilities. Include information related to registration facilities, forms, and scheduling, and the provision of auxiliary aids during registration?

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MEMORANDUM

To: Bill Kolb
Barbara Fincher

From: Kenneth Osfield

Date: August 17, 1992

Subject: ADA Self-Evaluation
Registrar and Admissions Questions

Please answer all questions, listed below. List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30, 1992.** Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as ACSI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(NOTE: In the questions or statements that follow, if the institution has had sufficient experience in recruitment and admissions work with handicapped applicants or students to make statistical studies meaningful, it is recommended that such studies be conducted to measure discrimination in admissions based on handicap. This recommendation applies to any questions or statements below to which statistical studies might apply.)

(6) Does the institution have any limitation on the number or proportion of qualified handicapped persons who may be admitted?

Yes _____ No _____

If "no." describe the general admissions process and how it relates to handicapped applicants.

If "yes," describe the steps that will be taken to remove this limitation.

(7) Based on a department-by-department analysis that includes all schools and colleges of the institution, list and briefly describe all tests and other criteria used in institutional admissions decisions. (List all tests and all criteria such as interviews, good health, high school performance, portfolio for an art student, musical ability for music students, and so forth.) For all tests listed, note the skill, level of achievement or other factor that the test purports to measure.

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(8) For each test listed in (7), describe steps that will be taken to ensure that it measures solely what it purports to measure and that impaired sensory, manual or speaking skills (unless those skills are the ones it purports to measure) are not being measured as well.

(9) List from (7) those tests or criteria that have a disproportionate, adverse effect on handicapped applicants, or have the potential to have such an effect on handicapped applicants.

(10) For each test or criterion listed in (9), state whether or not the Director of OCR has identified any alternate tests or criteria that would accomplish the same measurement with a less disproportionate, adverse effect on handicapped persons. Where alternate tests or criteria have been identified by the Director of OCR, describe the steps that will be taken to employ these alternate tests or criteria in place of those currently used.

(11) For each test or criterion listed in (9) for which the Director of OCR has not identified any alternates, either: (A) provide background information that indicates the validity of the test or criterion as a predictor of success (Note: first-year grades may be used to monitor validity in this case); or (B) indicate steps that will be taken to modify the test or criterion or discontinue its use with respect to classes of handicapped persons affected adversely.

(12) For all tests and other criteria used in admissions, discuss the process through which the institution will conduct periodic validity studies against the criterion of overall success in the education program or activity (beyond the initial validation based on first-year grades or some equivalent factor) in order to monitor the general validity of test scores. Indicate the nature and frequency of such studies.

(13) Does the institution make available to applicants admissions tests that are designed for persons with impaired sensory, manual or speaking skills?

Yes _____ No _____

If "yes," describe what tests are available and the procedure for notifying applicants, including those with sight and hearing impairments, that such alternate tests are available.

If "no," describe steps that will be taken to make certain that such tests are made available by the institution (or will be made available as required) and that applicants, including those with sight and hearing impairments, are notified regarding the availability of alternate tests.

Describe steps to be taken that will ensure that such alternate tests are offered as often and in as timely a manner as other admissions tests.

(14) Are admissions tests administered in locations and facilities that, on the whole,are accessible to handicapped persons?

Yes _____ No _____

If "yes," describe those facilities used for testing and comment on their accessibility.

If "no," describe steps that will be taken to ensure that admissions tests are administered in locations and facilities that, as a whole, are accessible to handicapped persons.

(15) Is the institution's admissions office (or other campus facility normally used in the admissions process) accessible to all applicants?

Yes _____ No _____

If "no," discuss steps that will be taken to make the admissions office (or similar facility) accessible, and make certain that these steps are included in the institution's Transition Plan.

(16) Does the institution make any preadmission inquiries (on forms, during interviews, and so forth) regarding whether an applicant for admission is a handicapped person?

Yes _____ No _____

If "no," discuss safeguards that exist to ensure that no such preadmission inquiries are made (unless an institution is taking voluntary or remedial action, see below).

If "yes," discuss steps that will be taken to make certain that this policy or procedure is discontinued or modified to conform to section 504 requirements (unless an institution is taking voluntary or remedial action, see below)

(17) Is the institution:

taking remedial action at the request of the Director of OCR?	Yes _____ No _____
taking voluntary action to overcome the effects of conditions that resulted in limited participation in programs or activities by handicapped persons?	Yes _____ No_____

If answers to either of the above questions are "yes," then it is permissible for an institution to invite applicants for admission to indicate whether and to what extent they are handicapped. If answers to either of the above questions are "yes," will the institution be asking applicants for admission to provide voluntary information related to their possible handicaps?

Yes _____ No_____

If "yes," describe steps that will be taken to ensure that applicants are notified that information' is being requested on a voluntary basis, that it will not result in any adverse treatment, that the information will be kept confidential, and that it will be used solely in.connection with remedial or voluntary action efforts. Discuss also steps that will be taken to ensure the confidentiality of such information.

(18) Following admission, inquiries may be made on a voluntary and confidential basis regarding handicaps that may require accommodation or the availability of auxiliary aids, whether or not an institution is taking voluntary or remedial action. Discuss whether, and when, such inquiries will be made how confidentiality of information will be ensured, and how specific information gathered will enter some procedure through which accommodations will be made and auxiliary aids will be available, as necessary.

(19) For each school or department of the institution, discuss briefly the process of selection regarding admissions. Outline the steps in the process, who is involved, and other pertinent factors. Discuss whether or not the process of selecting students from the applicant pool has any potential for discrimination against qualified handicapped

persons.

(20) Describe the steps that will be taken to communicate to all academic administrators and department chairpersons information and requirements related to admissions contained in (6) through (19) above.

(21) Describe the steps that will be taken to make certain that all admissions and recruitment personnel of the institution are knowledgeable with regard to section 504 requirements, the information contained in (6) through (19) above, and the prohibition against counseling students toward more restrictive courses of study or careers.

(22) Describe the steps that will be taken to make certain that all applicants, including those with sight or hearing impairments, are notified of the institution's policies and practices regarding nondiscrimination in admissions and recruitment (and regarding specific accommodations that will be made). Include steps that will be taken to ensure that all catalogs, handbooks, forms, and communications used in admissions and recruitment accurately reflect the policies and practices of nondiscrimination based on handicap, include the institution's statement of nondiscriminat, and are available to and usable by all prospective students, including those with sight and hearing impairments.

(24) Discuss briefly the recruitment policies and practices of the institution, including specific steps in the recruitment processes.

(25) Discuss steps that will be taken to ensure an absence of discrimination in all recruitment policies and practices, including the selection of schools and sites for visitation, the accessibility of sites used for recruitment purposes, and the education with regard to section 504 obligations of all persons who perform recruitment work in an official capacity on behalf of the institution. Discuss also what additional steps might be taken to inform others involved in the recruitment process (e.g., former students, friends of the institution) of the institution's commitment to nondiscrimination based on handicap in admissions.

cc: ADA file

UNIVERSITY OF
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OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

MEMORANDUM

To: Wayne Wallace

From: Kenneth Osfield

Date: August 18, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Career Counseling Questions

Please answer all quesitons, listed below. List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30, 1992.** Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

(2) If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(90) List and briefly describe any programs of personal counseling, academic counseling, vocational counseling, guidance counseling, or placement services that the institution provides to its students.

(91) For each program or service listed in (90), and based on a review of the policies and practices that govern each program or service, discuss either: (A) how the program or service is free from discrimination based on handicap; or (B) steps that will be taken to ensure nondiscrimination in the future.

(92) Describe briefly the facilities that are used in providing the programs or services listed in (90) above, and discuss steps that may be necessary to ensure full participation in such programs and services by persons with disabilities. Make certain that specific modifications required to achieve accessibility are incorporated in the Transition Plan.

(93) Discuss steps that will be taken to inform counseling, guidance and placement personnel (and all other persons in a position to counsel students) of the institution's commitment to section 504 and ADA, of the specific prohibitions against discrimination contained in section 504 and ADA, and of the prohibition against counseling students with disabilities toward restrictive careers. List those classes of persons (in addition to professionals in counseling, guidance, or placement) who will receive such information, including faculty members, residence halls supervisors, and so forth.

(94) Discuss steps that will be taken to ensure that all students (including those with sight and hearing disabilities) are informed periodically of the institution's counseling, guidance, and placement services.

(95) Does your office produce printed material. If yes, discuss steps that will be taken to ensure that all students with visual impairments will have equal access to all printed materials.

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MEMORANDUM

To: Jim Archer

From: Kenneth Osfield

Date: August 18, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Counseling Questions

Please answer all quesitons, listed below. List question, followed by complete answer. Please **return to** the Office Student Services / Programs and Services for Students with Disabilities **by October 30, 1992.** Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

(2) If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(90) List and briefly describe any programs of personal counseling, academic counseling, vocational counseling, guidance counseling, or placement services that the institution provides to its students.

(91) For each program or service listed in (90), and based on a review of the policies and practices that govern each program or service, discuss either: (A) how the program or service is free from discrimination based on handicap; or (B) steps that will be taken to ensure nondiscrimination in the future.

(92) Describe briefly the facilities that are used in providing the programs or services listed in (90) above, and discuss steps that may be necessary to ensure full participation in such programs and services by persons with disabilities. Make certain that specific modifications required to achieve accessibility are incorporated in the Transition Plan.

(93) Discuss steps that will be taken to inform counseling, guidance and placement personnel (and all other persons in a position to counsel students) of the institution's commitment to section 504 and ADA, of the specific prohibitions against discrimination contained in section 504 and ADA, and of the prohibition against counseling students with disabilities toward restrictive careers. List those classes of persons (in addition to professionals in counseling, guidance, or placement) who will receive such information, including faculty members, residence halls supervisors, and so forth.

(94) Discuss steps that will be taken to ensure that all students (including those with sight and hearing disabilities) are informed periodically of the institution's counseling, guidance, and placement services.

(95) Does your office produce printed material. If yes, discuss steps that will be taken to ensure that all students with visual impairments will have equal access to all printed materials.

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MEMORANDUM

To: Jim Grimm

From: Kenneth Osfield

Date: August 11, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Housing Questions

Please answer all quesitons, listed below. List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30, 1992**. Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

(60) Does the institution provide housing to its students?

Yes _____ No

If "yes," describe the different forms of housing that are available from the institution.

(61) Are each of the forms of campus housing listed in (60) accessible to handicapped students and provided to them at the same cost as to others?

Yes _____ No_____

If "yes," discuss whether or not the accessible rooms, when viewed together, are considered to be a selection that is comparable, in variety and convenience, to the selection of rooms offered to nonhandicapped students. Discuss also any actions that may be required to ensure such a comparable selection.

If "no," describe steps that will be taken to make different forms of housing accessible, and to ensure a selection of housing for handicapped students that is, in variety, convenience and cost, comparable to that of nonhandicapped students.

(62) List and briefly discuss any institutional policies or practices related to campus housing.

(63) For each policy or practice listed in (62) discuss either: (A) how the policy or practice does not discriminate on the basis of handicap; or (B) steps that will be taken to modify the policies or practices to ensure nondiscrimination in the future.

(64) Discuss, in general, the accessibility of all facilities used in the program of

providing housing to students (e.g., housing office) and make certain that specific steps to achieve accessibility are included in the Transition Plan.

(65) List and discuss any rules or regulations regarding campus housing that may discriminate against handicapped persons (e.g., prohibitions against dog guides, special equipment, and so forth) and steps that will be taken to waive such rules in specific instances.

(66) Describe the process whereby housing is assigned to, or chosen by, students, and any modifications in this process that may be necessary to ensure that handicapped students have housing opportunities equal to those of nonhandicapped students.

(67) Discuss steps that will be taken to ensure that handicapped students who do not require any modifications or accommodations with regard to housing, or that require only minor modifications, will be fully integrated throughout the institution's housing. Discuss also steps that will be taken to ensure that there is as little concentration of handicapped students in campus housing as possible, regardless of the handicap.

(68) List and discuss any state or local laws or regulations that may conflict with section 504 requirements or ADA requirements in the area of housing. Discuss what steps will be taken to resolve such conflicts.

(69) Describe steps that will be taken to ensure that all students (including those with sight or hearing impairments) are informed regularly of the housing opportunities made available by the institution.

(71) All steps to be taken as a result of requirements related to housing should be the subject of individual Summary Report Forms. This is recommended unless a procedure more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities. (I have included a copy of this form for your use. If you prefer to develop your own, do so, as long as the basic information is the same.)

Discuss the procedure to be followed and the schedule for developing Summary Report Forms for all steps to be taken and actions required as a result of this section on "Housing."

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MEMORANDUM

To: Karen Fooks

From: Kenneth Osfield

Date: August 18, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Financial Questions

Please answer all quesitons, listed below. List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30, 1992**. Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(72) List and discuss briefly the various forms of financial assistance that the institution provides (or assists others to provide) to students at both the undergraduate and graduate levels.

(73) For each form of financial aid listed in (72), discuss either: (A) how no discrimination based on handicap exists in the form of aid; or (B) steps that will be taken to ensure that no discrimination will exist in the future.

(74) Does the institution administer or assist in the administration of scholarships, fellowships or other forms of financial assistance established under wills, trusts, bequests, or similar legal instruments that require awards to be made on the basis of factors that discriminate or have the effect of discriminating on the basis of handicap?

Yes _____ No _____

If "yes," describe steps that will be taken to ensure that the "overall effect" of the award of such financial assistance is not discriminatory on the basis of handicap.

(75) Discuss steps that will be taken to ensure that all policies, practices, application materials, forms, and other documents or information related to financial aid are free from discrimination based on handicap and include the institution's statement of

commitment to section 504 and ADA. Describe also assistance that may be provided to students with disabilities applying for financial aid, as may be required in individual instances.

(76) Discuss all facilities (e.g., financial aid office) that are used in the process of providing financial aid to students, and any modifications in such facilities that may be required to ensure that handicapped students are not limited in their financial assistance opportunities. Make certain that specific modifications required to achieve accessibility are incorporated in the Transition Plan.

(77) Discuss the methods by which financial assistance and employment assistance programs are communicated to students (and applicants), and steps that will be taken to ensure that all students (including those with sight or hearing impairments) have equal opportunities in the competition for financial and employment assistance. Consider communications related to application deadlines.

(78) Describe the ways, if any, that the institution assists students in obtaining employment while in school, during summer vacations, and after graduation. Discuss steps that will be taken to ensure an absence of discrimination based on handicap in all such assistance, including additional methods that may be required to inform handicapped persons of such opportunities.

(79) Describe the facilities that are used in the process through which the institution assists in making employment opportunities available to its students. Discuss any steps that may be required to ensure that all students have equal access to such employment opportunities without regard to handicap. Make certain that specific modifications required to achieve accessibility are incorporated in the Transition Plan.

(80) Discuss the steps that must be taken to ensure that all principles of nondiscrimination in employment are applied to student employees as well.

(81) Make certain that "outside" organizations or persons providing financial aid or employment opportunities to students with the assistance of the institution do not discriminate on the basis of disability.

(82) All steps to be taken as a result of requirements related to financial and employment assistance should be the subject of individual Summary Report Forms. This is recommended unless a procedure more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities.

Discuss the procedure to be followed and the schedule for developing Summary Report Forms for all steps to be taken and actions required as a result of this section on "Financial and Employment Assistance."

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(TDD or Voice)

MEMORANDUM

To: Boyd Kellett

From: Kenneth Osfield

Date: August 17, 1992

Subject: ADA Self-Evaluation
Infirmary ADA Questions

Please answer all questions, listed below. List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30, 1992.** Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as ACSI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(52) Describe all health services or programs offered to students by the institution.

(53) For each service or program contained in (52), discuss either: (A) how the service or program does not discriminate against handicapped persons; or (B) steps that will be taken to modify the service or program to ensure nondiscrimination in the future.

Describe also steps that may be necessary to ensure that all students (including those with sight or hearing impairments) receive adequate notice of changes in service, or information regarding waivers or consent.

(54) Discuss the general physical accessibility of facilities utilized for student health services, and make certain that specific steps necessary to achieve accessibility are included in the Transition Plan.

(55) List and briefly describe all health or insurance policies or plans offered to students by the institution.

(56) For each policy or plan listed in (55) discuss either: (A) how the policy or plan does not discriminate against handicapped persons; or (B) steps that will be taken to modify or discontinue the policies or plans to ensure nondiscrimination in the future.

(57) Discuss steps that will be taken to make certain that all students (including

Equal Opportunity/Affirmative Action Institution

those with sight or hearing impairments) are informed regularly of the institution's health services for students.

(59) All steps to be taken as a result of requirements related to health and insurance should be the subject of individual Summary Report Forms. This is recommended unless a procedure more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities.

cc: ADA file

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MEMORANDUM

To: Dave Kratzer

From: Kenneth Osfield

Date: August 17, 1992

Subject: ADA Self-Evaluation

Please answer all questions, listed below. List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30, 1992.** Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as ACSI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(38) To make certain that discrimination (or the potential for discrimination) on the basis of handicap does not exist, describe steps that will be taken to review all materials, documents, or agreements related to student programs, activities, and services, including those related to academic programs, research, occupational training, housing, health, insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular activities, and any other postsecondary education program or activity.

(39) List all policies, materials, documents and agreements, based on the review in (38), that discriminate on the basis of handicap, or could have the effect of so discriminating. For each, describe steps that will be taken to modify such policies, materials, documents, and agreements.

(40) Are the food service facilities of the institution accessible to handicapped persons, and are the policies and contracts related to food service free of any discrimination based on handicap?

Yes _____ No_____

If "no," discuss steps that will be taken to ensure full participation and equal opportunity for handicapped persons in the institution's food service programs. Make certain that any specific modifications required are incorporated in the Transition Plan.

(41) For all social or recreational programs or services for students, analyze the

policies and practices related to such services, communications methods for informing students of activities, and the facilities in which they take place (e.g., lecture halls, theaters, athletic facilities, student unions). (Note: This analysis should not include the activities of campus social or recreational organizations, which are covered in the section on "Nonacademic Services" to follow.) Based on this analysis, discuss steps that will be taken to ensure nondiscrimination in all social or recreational programs or activities provided to students.

(42) List all programs, activities and services that are not operated wholly by the institution and, for each, identify the providers of such "outside" programs, activities, or services. Among the areas to be reviewed for identification of "outside" providers are housing, health, insurance, counseling, financial aid, physical education, athletics, recreation, transportation, programs of training or work experience, employment opportunities, and research.

(43) For each of those "outside" programs or activities listed in (42), either: (A) discuss how equal opportunities, as a whole, exist for handicapped persons in the specific program or activity; or (B) discuss steps that will be taken to ensure that equal opportunities, as a whole, will exist in the specific program or activity.

(44) Have grievance procedures been established that will allow students to file complaints with the institution on matters related to section 504? (Note: Such procedures should apply to all student programs, activities and services covered in this chapter. However, it should be pointed out that grievance procedures need not apply to complaints from applicants for admission.)

Yes _____ No_____

If "yes," describe steps that will be taken to ensure that all students (including those with sight or hearing impairments) will be informed periodically of such procedures.

If "no," describe steps that will be taken to establish such procedures, and to communicate them periodically to all students (including those with sight or hearing impairments).

cc: ADA file

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MEMORANDUM

To: Jim Scott

From: Kenneth Osfield

Date: September 18, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Student Services

I have been asked to coordinate the University of Florida's Self-Evaluation, which is a requirement of the Americans with Disabilities Act. In order to complete that Self-Evaluation, I need your assistance. Please answer all questions, listed below.

List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30, 1992**. Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

Some of the questions listed below need to be specifically addressed by specific areas in Student Services. I have already been working with Mary, Steve and Shelli on what I need from them. I have attached the information requests for each of them for your review. Shelli, Mary and Steve have been singled out because they have components that have been highlighted by the Office for Civil Rights. Steve, Shelli and Mary will submit separate reports that I will include within the Student Services section. Overall though, all questions need to be addressed in a general sense for all other Student Services areas. Those general responses should then be submitted to me for the final report.

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

(2) If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

Equal Opportunity Affirmative Action Institution

(5) List all programs, services and activities offered by the Office for Student Services and briefly describe how you will ensure that those programs do not limit the participation of individuals with disabilities.

(23) Describe steps that will be taken to ensure that orientation programs do not discriminate on the basis of disability, and that no separate orientation program replaces the regular orientation program for students with disabilities.

(38) To make certain that discrimination (or the potential for discrimination) on the basis of disability does not exist, describe steps that will be taken to review all materials, documents, or agreements related to student programs, activities, and services, including those related to housing, recreation, transportation, other extracurricular activities, and any other program or activity.

(39) List all policies, materials, documents and agreements, based on the review in (38), that discriminate on the basis of disability, or could have the effect of so discriminating. For each, describe steps that will be taken to modify such policies, materials, documents, and agreements.

(90) List and briefly describe any programs of personal counseling that Student Services provides to its students.

(91) For each program or service listed in (90), and based on a review of the policies and practices that govern each program or service, discuss either: (A) how the program or service is free from discrimination based on disability; or (B) steps that will be taken to ensure nondiscrimination in the future.

(92) Describe briefly the facilities that are used in providing the programs or services listed in (90) above, and discuss steps that may be necessary to ensure full participation in such programs and services by persons with disabilities. Make certain that specific modifications required to achieve accessibility are incorporated in the Transition Plan.

(93) Discuss steps that will be taken to inform counseling personnel (and all other persons in a position to counsel students) of the institution's commitment to section 504 and ADA, of the specific prohibitions against discrimination contained in section 504 and ADA, and of the prohibition against counseling students with disabilities toward restrictive careers. List those classes of p rsons who will receive such information, including faculty members, and so forth.

(94) Discuss steps that will be taken to ensure that all students (including those with sight and hearing disabilities) are informed periodically of the services that are available.

(95) List those fraternities and sororities that receive significant assistance from the institution.

(96) For each organization listed in (95), discuss either: (A) how the organization does not discriminate in its membership practices against students with disabilities; (B) steps that will be taken to ensure nondiscrimination in the future; or (C) steps that will be taken to withdraw the institution's assistance of the organization.

(97) Discuss the procedure that will be used periodically to inform organizations that receive assistance from the institution of prohibitions against discrimination based on disability in membership practices.

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MEMORANDUM

To: Steve Lehane
Baby Gator

From: Kenneth Osfield
Assistant Dean for Student Services

Date: September 18, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Baby Gator Questions

I have been asked to coordinate the University of Florida's Self-Evaluation, which is a requirement of the Americans with Disabilities Act. In order to complete that Self-Evaluation, I need your assistance. Please answer all quesitons, listed below. List question, followed by complete answer. Please **return to** the Office for Student Services **by October 30, 1992**. Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) I am available for one-on-one consultation and group presentations. If there are any questions, or if you would like to schedule a meeting please contact Ken Osfield at 2-1261.

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

(2) If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

(5) List all programs, services and activities offered by Baby Gator and briefly describe how you will ensure that those programs do not limit the participation of individuals with disabilities.

Equal Opportunity/Affirmative Action Institution

(27) Discuss the procedures and schedule for a deparment, by-deparment review of all academic programs and activities of Baby Gator to determine or identify factors including the following:

(A) whether or not there are any requirements that discriminate on the basis of disability or have the effect of so discriminating;

(C) those off-campus activities or excursions related to your program that would require accommodation for students with mobility impairments;

(E) policies or practices related to library or reading room use;

(F) practices related to teachers' office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours;

(H) inaccessible facilities that must be used by students, staff or family members;

(I) any special equipment or devices that may require adaptation for use by students with certain disabilities;

(J) any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students; and

(28) In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all administrators and teachers are informed periodically of requirements contained in section 504 and ADA, including the following:

(A) that no student may be excluded from any program or activity solely on the basis of disability;

(B) that modifications in program requirements may be necessary to meet the requirements of some students with disabilities (include examples);

(C) that prohibitive rules, such as those banning guide dogs or other assistive animals, must be waived for some students with disabilities;

(D) that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;

(E) that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);

(G) that special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases; and

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MEMORANDUM

To: Shelli Herman

From: Kenneth Osfield

Date: August 23, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Greek Affairs Questions

Please answer all quesitons, listed below. List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30, 1992.** Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

(2) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(23) Describe steps that will be taken to ensure that orientation programs do not discriminate on the basis of disability, and that no separate orientation program replaces the regular orientation program for students with disabilities.

(38) To make certain that discrimination (or the potential for discrimination) on the basis of handicap does not exist, describe steps that will be taken to review all materials, documents, or agreements related to student programs, activities, and services, including those related to housing, recreation, transportation, other extracurricular activities, and any other program or activity.

(39) List all policies, materials, documents and agreements, based on the review in (38), that discriminate on the basis of handicap, or could have the effect of so discriminating. For each, describe steps that will be taken to modify such policies, materials, documents, and agreements.

Equal Opportunity/Affirmative Action Institution

(95) List those fraternities and sororities that receive significant assistance from the institution.

(96) For each organization listed in (95), discuss either: (A) how the organization does not discriminate in its membership practices against handicapped students; (B) steps that will be taken to ensure nondiscrimination in the future; or (C) steps that will be taken to withdraw the institution's assistance of the organization.

(97) Discuss the procedure that will be used periodically to inform organizations that receive assistance from the institution of prohibitions against discrimination based on disability in membership practices.

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

MEMORANDUM

To: Mary Carnegie

From: Kenneth Osfield

Date: August 23, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Orientation Questions

Please answer all quesitons, listed below. List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30, 1992**. Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

(2) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(23) Describe steps that will be taken to ensure that orientation programs do not discriminate on the basis of disability, and that no separate orientation program replaces the regular orientation program for students with disabilities.

Equal Opportunity-Affirmative Action Institution

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

MEMORANDUM

To: Rex Glover
Sandy Vernon

From: Kenneth Osfield

Date: August 23, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Student Government Questions

Please answer all quesitons, listed below. List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30, 1992.** Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) If there are any questions, please contact Ken Osfield at 2-1261.

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

(2) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(4) What steps have you taken to ensure that all programs, services, activities and events are open to all people with disabilities (especially those with visual, mobility and hearing impairments).

(38) To make certain that discrimination (or the potential for discrimination) on the basis of handicap does not exist, describe steps that will be taken to review all materials, documents, or agreements related to student programs, activities, and services, including those related to academic programs, insurance, transportation, other extracurricular activities, and any other postsecondary education program or activity.

(39) List all policies, materials, documents and agreements, based on the review in (38), that discriminate on the basis of handicap. or could have the effect of so discriminating. For each, describe steps that will be taken to modify such policies, materials, documents, and agreements.

Equal Opportunity/Affirmative Action Institution

ACADEMIC AFFAIRS

College Admissions Pamphlets
- College of Agriculture
- College of Architecture
- College of Education
- College of Engineering

Memo: Procedure of Academic Self Evaluation
Memo: Explanation of Academic Self Study
Memo: Self Study Questions for Academic Colleges and Departments
Self Studies for Academic Colleges and Departments
- College of Architecture
- College of Business Administration
- College of Dentistry
- College of Education
  - Department of Educational Leadership
  - P. K. Yonge Developmental Research School
- College of Engineering
- College of Fine Arts
- The Graduate School
- College of Health Related Professions
  - Department of Physical Therapy
  - Department of Occupational Therapy
- College of Journalism and Communication
- College of Law
- College of Liberal Arts and Sciences
  - Department of Botany
  - Department of Chemistry
  - Department of Geography
  - Department of Germanic and Slavic Languages
  - Department of History
  - Center for Jewish Studies
  - Center for Latin American Studies
  - Program in Linguistics
  - Department of Mathematics
  - Department of Philosophy
  - Department of Physics
  - Department of Political Sciences
  - Department of Psychology
  - Department of Religion
  - Department of Statistics
  - Department of Zoology
  - College of Pharmacy
  - College of Veterinary Medicine

Libraries' Self Evaluations
- 'Smathers Library
- Health Science Center Library

Office of Instructional Resources Self Evaluation

UNIVERSITY OF FLORIDA

College of Agriculture



Agriculture and Extension Education
Agricultural Engineering
Agricultural Operations Management
Agronomy
Animal Science
Botany
Dairy Science
Entomology and Nematology
Food and Resource Economics
Food Science and Human Nutrition
Horticultural Sciences
Microbiology and Cell Science
Plant Pathology
Plant Sciences - General
Poultry Science
Soil Science
Statistics

Gainesville

1991-1992

Requirements for Admission

The University encourages applications from qualified applicants of both sexes from all cultural, racial, religious, and ethnic groups. The University does not discriminate on the basis of race, national origin, sex, marital status, religion, age, or handicap. The University, when appropriate, provides substitution of courses for handicapped individuals upon request. The specific requirements for admission are indicated below. Under Board of Regents policy, however, a portion of the students admitted during the academic year at any level may be admitted as exceptions to the usual minimum requirements. The University Admissions Committee is the agency at the University of Florida responsible for the admission of undergraduate students under this exception policy.

An undergraduate transfer applicant who will enter the University of Florida with junior class standing (AA degree from a Florida public community college or 60 semester hours of acceptable transfer credit) must have passed the College Level Academic Skills Test (CLAST) in order to be admitted in a degree-seeking status. By law all applicants must have completed two sequential courses of foreign language in secondary school or the equivalent of such at the post secondary level.

Admission of junior status students to the College in any of the disciplines of study falls into two categories: 1) those having completed all lower division requirements and prepared to study at the third-year professional coursework level and 2) those needing to complete freshman/sophomore preprofessional courses. Generally transfer students from universities or community colleges which do not offer approved preprofessional programs find themselves in the latter category. These students may require up to four semesters at the University of Florida to complete these courses.

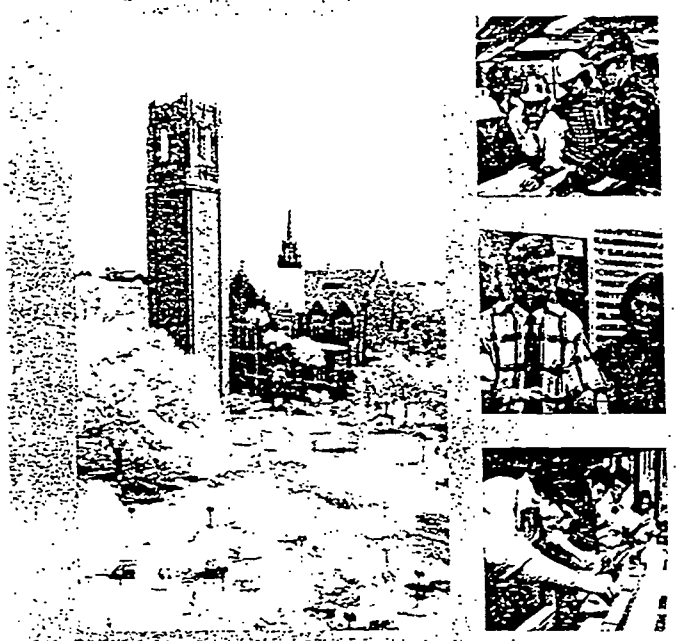
In order to be eligible for admission, a transfer applicant must satisfy the minimum requirements set forth below under Section A or B as appropriate. It should be understood, however, that minimum requirements are given and the admission to this College is a selective process. The mere satisfaction of minimum requirements does not guarantee admission. Priority in admission will be given to those applicants whose total records indicate the greatest likelihood for success at the institution in the program requested.

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UNIVERSITY OF FLORIDA

College of Architecture

M.E. Rinker, Sr. School of Building Construction



Architecture
Interior Design
Landscape Architecture
Building Construction

Gainesville

1991-1992

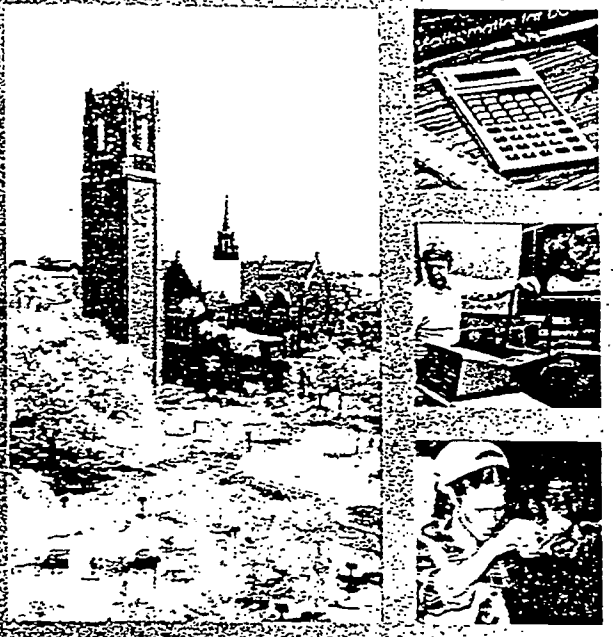
Requirements for Admission

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UNIVERSITY OF FLORIDA

College of Education



Gainesville

1991-1992

Requirements for Admission

The University encourages applications from qualified applicants of both sexes from all cultural, racial, religious, and ethnic groups. The University does not discriminate on the basis of race, national origin, sex, marital status, religion, age, or handicap. The University, when appropriate, provides substitution of courses for handicapped individuals upon request. The specific requirements for admission are indicated below. Under Board of Regents policy, however, a portion of the students admitted during the academic year at any level may be admitted as exceptions to the usual minimum requirements. The University Admissions Committee is the agency at the University of Florida responsible for the admission of undergraduate students under this exception policy.

An undergraduate transfer applicant who is admitted to the College of Education with junior class standing (AA degree from a Florida public community college or 60 semester hours of acceptable transfer credit) must have passed the College Level Academic Skills Test (CLAST) in order to be admitted in a degree-seeking status. By law, all applicants must have completed two sequential courses of foreign language in secondary school or the equivalent of such at the post secondary level.

Admission of junior status students to the College in any of the disciplines of study falls into two categories: 1) those having completed all lower division requirements and prepared to study at the

UNIVERSITY OF FLORIDA

College of Engineering



- Aerospace Engineering
- Agricultural Engineering
- Chemical Engineering
- Civil Engineering
- Computer & Information Engineering Sciences
- Electrical Engineering
- Engineering Science
- Environmental Engineering Sciences
- Industrial and Systems Engineering
- Interdisciplinary Engineering Studies
- Materials Science and Engineering
- Mechanical Engineering
- Nuclear Engineering
- Nuclear Engineering Sciences
- Surveying and Mapping

Gainesville 1991-1992

Requirements for Admission

The University encourages applications from qualified applicants of both sexes from all cultural, racial, religious, and ethnic groups. The University does not discriminate on the basis of race, national origin, sex, marital status, religion, age, or handicap. The University, when appropriate, provides substitution of courses for handicapped individuals upon request. The specific requirements for admission are indicated below. Under Board of Regents policy, however, a portion of the students admitted during the academic year at any level may be admitted as exceptions to the usual minimum requirements. The University Admissions Committee is the agency at the University of Florida responsible for the admission of undergraduate students under this exception policy.

An undergraduate transfer applicant who will enter the University of Florida with junior class standing (AA degree from a Florida public community college or 60 semester hours of acceptable transfer credit) must have passed the College Level Academic Skills Test (CLAST) in order to be admitted in a degree-seeking status. By law **all applicants must have completed two sequential courses of foreign language in secondary school or the equivalent of such at the post secondary level.**

Admission of junior status students to the College in any of the disciplines of study falls into two categories: 1) those having completed all lower division requirement and prepared to study at the third-year professional coursework level and 2) those needing to complete freshman/sophomore preprofessional courses. Generally, transfer students from universities or community colleges which do not offer approved preprofessional programs find themselves in the latter category. These students may require up to four semesters at the University of Florida to complete these courses.

In order to be eligible for admission, a transfer applicant must satisfy the minimum requirements set forth below under Section A or B as appropriate. It should be understood, however, that minimum requirements are given and that admission to the College is a selective process. The mere satisfaction of minimum requirements does not guarantee admission. Priority in admission will be given to those applicants whose total records indicate the greatest likelihood for success at this institution in the program requested.

A. Florida Public Community College Graduates

The University of Florida subscribes to the Articulation Agreement between the State University System and Public Community Colleges of Florida. Under this agreement, any graduate of a state-approved Florida public community college is eligible for admission to the University if the student has completed the university parallel

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UNIVERSITY OF FLORIDA

Office of the Provost
and Vice President for Academic Affairs

235 Tigert Hall
Gainesville, Florida 32611-2073

September 22, 1992

Mr. Kenneth J. Osfield
Assistant Dean
Student Affairs
P202 PEABODY
CAMPUS MAIL

Dear Ken:

Thank you very much for the materials on the Americans with Disabilities Act (ADA) self evaluation. I believe that you are more likely to get a better response rate from the deans/directors if I send out the letter. I would appreciate it very much if you would draft a letter that I could send out to them indicating to them that they should send their responses directly to you in your office. I hope that regarding matters of access and faculty that Jackie Hart will be consulted regularly. Once you have drafted the letter and it has been sent to my office I will finalize it and return it to you for submission to the deans/directors along with the respective materials.

Thank you very much.

Sincerely,

Andrew A. Sorensen
Provost

AAS/ltb

cc: Dr. Jacquelyn D. Hart

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Telephone: (904) 392-2404 Suncom: 622-2404 Telefax: (904) 392-8735 Bitnet: SORENSEN@NERVM

Equal Employment Opportunity/Affirmative Action Employer

UNIVERSITY OF FLORIDA

Office of the Provost
and Vice President for Academic Affairs

235 Tigert Hall
Gainesville, Florida 32611-2073

September 30, 1992

MEMORANDUM

TO: Council of Academic Deans

FROM: Andrew A. Sorensen, Provost

SUBJECT: Americans with Disabilities Act
Self-Evaluation Report - Due January 26, 1993

On July 26, 1990 the Americans with Disabilities Act was signed into law by President George Bush. The University is covered by that legislation under Title II. As a Title II institution, we are required to provide equal access for people with disabilities to all programs, services, and activities offered by the University.

As part of the requirements under the ADA, the University is also required to submit a transition plan for areas not accessible (due by July 26, 1992) and a Self-Evaluation of all programs, services, activities and facilities. The Self-Evaluation is due on January 26, 1993.

I have appointed Dr. Jacquelyn Hart and Mr. Kenneth Osfield to oversee various aspects of the Self-Evaluation. Dr. Hart will be responsible for all aspects of employment and Mr. Osfield will be responsible for coordinating the Self-Evaluation. Both will need the assistance of all Deans and Directors.

Attached is a list of questions that each college and department need to address. Please submit all reports to Mr. Kenneth Osfield, Assistant Dean for Student Services, Office for Student Services, P202 Peabody Hall (2-1261). If you are in need of any special assistance, please call Ken and he will provide 1-1 support or present information on the ADA to your department.

Thank you for assistance with this very important project.

cc: Dr. J. Hart
Mr. Ken Osfield

Telephone: (904) 392-2404 Suncom: 622-2404 Telefax: (904) 392-8735 Bitnet: SORENSEN@NERVM

Equal Employment Opportunity/Affirmative Action Employer

UNIVERSITY OF
FLORIDA

OFFICE OF STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

MEMORANDUM

To: Andrew Sorensen
Deans and Directors

From: Kenneth Osfield
Assistant Dean for Student Services

Date: October 1, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Academic Affairs Questions

I have been asked to coordinate the University of Florida's Self-Evaluation, which is a requirement of the Americans with Disabilities Act. In order to complete that Self-Evaluation, I need your assistance. Please answer all questions that are applicable to your specific program. List question, followed by complete answer. Please **return to** the Office for Student Services **by November 11, 1992**. Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) I am available for one-on-one consultation and group presentations. If there are any questions, or if you would like to schedule a meeting please contact Ken Osfield at 2-1261.

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

(2) If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that per ns with hearing impairments will have equal access to your services.

(4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

(27) Discuss the procedures and schedule for a deparment, by-deparment review of all academic programs and activities of the institution to determine or identify factors including the following:

(A) whether or not there are any degree requirements or course requirements

Equal Opportunity/Affirmative Action Institution

(including prerequisites) that discriminate on the basis of disability or have the effect of so discriminating;

(B) the extent to which alternate testing processes are necessary to eliminate discrimination in testing and evaluation of student ability and achievement;

(C) those off-campus activities or excursions related to a course or a degree requirement that would require accommodation for students with mobility impairments;

(D) those off-campus programs (e.g., student teaching, internships) that are related to a course or degree requirement and must include opportunities that are, as a whole, equal to those of nondisabled students;

(E) policies or practices related to library or reading room use, special reading collections of a department, and reserved reading materials;

(F) practices related to professors' office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours;

(C) policies and practices related to student participation in research;

(H) inaccessible facilities that must be used by students;

(I) any special equipment or devices that may require adaptation for use by students with certain disabilities;

(J) any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students; and

(K) all policies, procedures and practices of the department, as reflected in written documents related to degree requirements, course requirements, the process of assigning students to courses, course descriptions, curriculum guides that outline the content and instructional methodologies of courses, and other similar materials.

(28) In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504 and ADA, including the following:

(A) that no student may be excluded from any course or any course of study solely on the basis of disability;

(B) that modifications in degree or course requirements may be necessary to meet the requirements of some students with disabilities (include examples);

(C) that prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some students with disabilities;

(D that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;

(E) that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);

(F) that classes may have to be rescheduled to permit access for students with mobility impairments;

(G) that special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases; and

(H) that it is discriminatory to counsel students with disabilities toward more restrictive careers than nondisabled students, unless such counsel is based on strict licensing or certification requirements in a profession.

(29) Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are informed periodically of requirements contained in section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities, including:

(A) that no one may be excluded from any course, or course of study, on account of disability;

(B) that classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms;

(C) that academic degree or course requirements may be modified in certain instances to ensure full participation by students with disabilities;

(D) that alternate methods of testing and evaluation are available in all courses offered by the institution for students with requirements for such methods;

(E) that auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills; and

UNIVERSITY OF
FLORIDA

College of Architecture
Office of the Dean

331 Architecture Building
Gainesville FL 32611-2004
(904) 392-4836

November 12, 1992

MEMORANDUM

TO: Ken Osfield, Assistant Dean for Student Services

FROM: Anthony J. Dasta, Assistant Dean
College of Architecture

SUBJECT: Americans with Disabilities Act Self-Evaluation
Academic Affairs Questions

Ken, the following is a list of answers to the questionnaire provided. Thank you very much for your help in this effort. Also enclosed is a MacIntosh disk with this information on it using Microsoft Word version 5.0.

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

The majority of our coursework within the college of Architecture is in three buildings: ARC (bldg. 268), FAC and FAB (building 599).

The College is conducting, through and ADA Grant, a room to room survey of all campus buildings. With the help of Physical Plant and the Office of Student Services, we are addressing major circulation barriers which include the addition of a ramp, the renovation of the elevator in building 599 and are currently working on accommodations for a hearing impaired student within our College.

(2) If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

All computer labs under control of the college are accessible to all students at this time. We currently use Computer Aided Design Software packages including AutoCad, Architrion and DataCad.

(3) If you use telephones in your program, activities or services, describe the steps take to ensure that persons with hearing impairments will have equal access to your services.

Prior to this request, no hearing impaired accommodations had been made for our College with the exception of the Department of Interior Design which has a hearing impaired student in its program. It has had installed special fire alarm detectors and is working on its phone system.

Our intention at this time is to have our phones list the Florida Relay Service number. We will inform each department to list the Florida Relay phone number on printed material.

(4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

We will put a statement on all outgoing brochures that " Alternative forms of the publication are available upon request". We will make all administrative personnel aware of this process. Upon request, these alternate forms include large print reproductions.

(27) Discuss the procedures and schedule for a department, by-department review of all academic programs and activities of the institution to determine or identify factors including the following:

(A) whether or not there are any degree requirements or course requirements (including prerequisites) that discriminate on the basis of disability or have the effect of so discriminating.

Other than the fact that the design disciplines are sight oriented we have no other degree requirements

(B) the extent to which alternate testing processes are necessary to eliminate discrimination in testing and evaluation of student ability and achievement.

The departments have not had a problem in accommodating all students in the testing process. The design disciplines require a portfolio of student work for admittance into Upper Division and Graduate School.

(C) those off-campus activities or excursions related to a course or a degree requirement that would require accommodation for students with mobility impairments:

There are field trips required in several of the Departments within the College and depending on the type of disability, accommodations will need to be made. An example is that an interpreter will be needed for hearing impaired.

(D) those off-campus programs (e.g. student teaching, internships) that are related to a course degree requirement and must include opportunities that are, as a whole, equal to those of non disabled students:

Several of the programs have an internship with a professional office. This is a requirement of the Professional Licensing Board and it would be the responsibility of the Firm to made necessary accommodations. This internship usually occurs after graduation.

(E) policies or practices related to library or reading room use, special reading collections of a department, and reserved reading materials:

Would be the responsibility of the Library system.

(F) practices related to professors' office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours:

All of the Faculty offices in the College of Architecture are accessible to handicapped students except that thresholds and door knobs are not in compliance with ADA requirements.

(G) policies and practices related to student participation in research:

All research opportunities are open to all students.

(H) inaccessible facilities that must be used by students:

To our best knowledge, we have no facilities that are not accessible to all students.

(I) any special equipment or devices that may require adaptation for use by students with certain disabilities:

To the best of our knowledge we have none.

(J) any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students: and

To the best of our knowledge we have none beyond the fact that the design disciplines are sight oriented.

(K) all policies, procedures and practices of the department, as reflected in written documents related to degree requirements, course requirements, the process of assigning students to courses, course descriptions, curriculum guides that outline the content and instructional methodologies of courses, and other similar materials.

The Departments feels that all policies, procedures and practices in written form are available to all students with disabilities.

(28) In addition to the department -by-department analysis (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504 and ADA, including the following"

We currently have experts in the College who are working with the Physical Access parts of the ADA. Some of the faculty working on the Grant have already made presentations to student groups regarding these issues.

In conjunction with the office of Student Services, once a year administrators and faculty will be provided with information regarding issues A through H as outlined below. This information will also become available in the new Faculty guide book due out in December and may be all or a part of the steps taken to get information regarding areas A through H as listed below.

(A) that no student may be excluded from any course or any course of study solely on the basis of disability:

(B) that modifications in degree or course requirements may be necessary to meet the requirements of some students with disabilities (include examples):

(C) that prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some students with disabilities;

(D) that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;

(E) that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills, (except where those are in the skills being measured);

(F) that classes may have to be rescheduled to permit access for students with mobility impairments;

(G) that special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases and;

(H) that it is discriminatory to counsel students with disabilities toward more restrictive careers that non disabled students, unless such counsel is based on strict licensing or certification requirements in a profession.

(29) Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are informed periodically of requirements contained in section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities, including:

Primary responsibility for informing students is with the Office of Student Services, but in addition, if a student or parent contacts us regarding individual ADA requirements, we will help them in conjunction with appropriate organizations on campus.

The College will work with qualified students and student groups to make available all information on section 504 and the ADA requirements.

For those students with hearing impairments, we will have access through the Florida Relay System phone access.

Members of the ADAAG compliance study are making themselves available to make presentations to student organizations and classes as well as in the studios when invited. Some of these presentations by this group have already been made.

(A) that no one may be excluded from any course, or course of study, on account of disability:

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(B) that classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms;

(C) that academic degree or course requirements may be modified in certain instances to ensure full participation by students with disabilities;

(D) that alternate methods of testing and evaluation are available in all courses offered by the institution for students with requirements for such methods;

(E) that auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills; and

cc:
R. Wayne Drummond, Dean
Professor Richard Schneider, Associate Dean
Professor Weilin Chang
Professor Jerry Neilson
Professor Robert McCarter
Professor Jay Stein

College of Business Administraion ADA Self-Evaluation Response

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

A. Center courtyard between Bryan Hall, Matherly Hall and the Business Administration Building
   1. Accessible at ground level on all sides.

B. Bryan Hall: BRY 130 (TV classroom auditorium); BRY 234 (TV replay viewing room); BRY 225 (Graduate Computer Laboratory); BRY 125 (Teaching Assistants office space); BRY 100/107 (Dean/Associate Deans' offices); BRY 108 (International Center office); 325 (Behavior Laboratory)
   1. Building is equipped with an elevator giving access to all but one level, which is strictly faculty offices. These faculty will make themselves available to any individual in a separate accessible location for conferences, meetings, etc.
   2. Building is equipped with a ramped access to the Dean/Associate Deans' offices and the International Center office due to stairs at entrances in that particular area.
   3. Building has one door which is equipped with an automated opener.
   4. Although elevator is locked off for the 2nd, 4th and 5th floors, restriction is by design to prohibit access by unauthorized personnel. Any authorized handicapped person will be issued an elevator key which will give him/her access to the particular area of need.
   5. Computer Laboratory is equipped with some carrels at an height compatible with wheelchair access.
   6. Viewing room and equipment is accessible by wheelchair and headphones have volume controls.

C. Matherly Hall: Ground and 1st floor classrooms; MAT 120 (conference room); 2nd floor administrative and faculty offices; 3rd floor faculty offices and 4th floor offices.
   1. This building is accessible on all levels (except 4th floor offices) either by ramped entrances or elevators. Fourth floor offices will be used as support space for an Eminent Scholar with no need for access by the public.

D. Business Building: Ground floor classrooms; 1st floor administrative and faculty offices; 3rd floor administrative and faculty offices.
   1. This building is accessible on all levels by elevators. Ground floor classrooms, which are tiered, provide seating on the ground level for wheelchair access.

(2) If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment

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is accessible to students with physical and visual disabilities. Please list computer and computer software used.

A. The only computer equipment used by students is that in the Graduate Student Computer Lab located in 218 Bryan Hall. There is an automatic door on the ground floor and the elevator to the second floor opens directly in front of the Computer Lab. Within the lab there is one carrel that has been designated for wheelchair access. This carrel is equipped with an IBM compatible 386 class personal computer. This computer is capable of being fitted with an oversized monitor, or to produce sound, if necessary to accommodate students with visual disabilities. We do not currently possess specialized hardware/software to accommodate visual disabilities.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have access to your services.

A. Phones used interdepartmentally will be equipped with necessary visual and/or audio aids as specified by individual handicapped employee need.

B. The new phone system installed in Bryan Hall includes a volume control feature on all hand sets.

(4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

A. Put an index of all publications titles (and dates and authorships) on audio tape.

B. Instruct our information specialist that when a caller identifies him/herself as visually impaired, the specialist may give more information over the phone from Bureau publications than is currently allowed by bureau guidelines.

C. Provide materials to a central university station equipped with print-scanning, speaking computers.

D. Contact the Vocal Eyes textbook-taping service in Criser Hall to see if they could tape a specifically requested Bureau or College publications or assign a staff member to tape specifically requested publications.

E. Print out requested data in extra-large type.

(27) Discuss the procedures and schedule for a department-by-department review of all academic programs and activities of the institution to determine or identify factors including the following:

(A) whether or not there are any degree requirements or course requirements (including prerequisites) that discriminate on the basis of disability or have the effect of so discriminating;

(B) the extent to which alternate testing processes are necessary to eliminate discrimination in testing and evaluation of student ability and achievement;

(C) those off-campus activities or excursions related to a course or a degree requirement that would require accommodation for students with mobility impairments;

(D) those off-campus programs (e.g., student teaching, internships) that are related to a course or degree requirement and must include opportunities that are, as a whole, equal to those of nondisabled students;

(E) policies or practices related to library or reading room use, special reading collections of a department, and reserved reading materials'

(F) practices related to professors' office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours;

(G) policies and practices related to student participation in research;

(H) inaccessible facilities that must be used by students;

(I) any special equipment to devices that may require adaptation for use by students with certain disabilities;

(J) any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students; and

(K) all policies, procedures and practices of the department, as reflected in written documents related to degree requirements, course requirements, the process of assigning students to courses, course descriptions, curriculum guides that outline the content and instructional methodologies of courses and other similar materials.

1. Dean reviews the issues with Academic Unit Heads and Program Directors at the monthly November meeting.
2. Academic Unit Heads and Program Directors review the issues with their respective faculty and staff. Report of results of review due in Dean's office by no later than January 31, 1993.
3. Dean reviews the findings and recommendations of the Academic Unit Heads with the Faculty Advisory Committee by no later than March 1, 1993.
4. Strategies and priorities for implementing recommendations or correcting deficiencies developed by Dean's office by April 1, 1993.

5. Review of actions and remaining problems discussed with Academic Unit Heads and Program Directors at the monthly May meeting.

(28) In addition to the department by department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504 and ADA, including the following:

(A) that no student may be excluded from any course or any course of study solely on the basis of disability;

(B) that modifications in degree or course requirements may be necessary to meet the requirements of some students with disabilities (include examples);

(C) that prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some students with disabilities;

(D) that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;

(E) that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);

(F) that classes may have to be rescheduled to permit access for students with mobility impairments;

(G) that special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases; and

(H) that is discriminatory to counsel students with disabilities toward more restrictive careers than nondisabled students, unless such counsel is based on strict licensing or certification requirements in a profession.

1. Dean reviews section 504 and ADA with the Academic Unit Heads, Program Directors and other academic administrators in monthly November meeting.
2. All Academic Unit Heads, Program Directors and other academic administrators review section 504 and ADA with their respective faculties by no later than January 31, 1993. Any unassigned faculty or administrators will be briefed by the Associate Dean.
3. A listing of all faculty with briefing dates signed off by those responsible will be maintained in the Associate Dean's office.

(29) Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are informed periodically of requirements contained in section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities, including:

(A) that no one may be excluded from any course, or course of study, on account of disability;

(B) that classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms;

(C) that academic degree or course requirements may be modified in certain instances to insure full participation by students with disabilities;

(D) that alternate methods of testing and evaluation are available in all courses offered by the institution for students with requirements for such methods;

(E) that auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills; and

1. A review of section 504 and ADA will be incorporated into the Dean's Seminar, a course that will be required of each student.
2. The Student Handbook, which is given to each student, will be modified to incorporate the appropriate information from section 504 and ADA.
3. Each term, a sheet with appropriate 504 and ADA information will be passed out to all teaching faculty. These will be read in class at the beginning of the term.
4. Appropriate reference material pertaining to section 504 and ADA will be maintained in the College offices and this material will be highly visible and readily available for all students.

102092.2/TXTSAH

COLLEGE OF DENTISTRY • UNIVERSITY OF FLORIDA • GAINESVILLE
OFFICE OF THE DEAN zip 32610-0405
ACADEMIC AFFAIRS area code 904 • 392-2949
BOX J-405
J. HILLIS MILLER HEALTH CENTER

November 3, 1992

MEMORANDUM

TO: Kenneth Osfield
Assistant Dean for Student Services

FROM: Joseph C. Kehoe, D.D.S., M.S.
Executive Associate Dean

SUBJECT: Americans with Disabilities Act Self-Evaluation

In compliance with your memo of August 7, 1992, the following self-evaluation is submitted for your review.

JCK/lp

Enclosure

EQUAL EMPLOYMENT OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

ADA Self-Evaluation

1. Building #0205 - Gainesville
   Building #2212 - Jacksonville
   Building #2325 - St. Petersburg

   Existing facilities are scheduled for an ADAAG Compliance Survey. We will comply with the recommendations of that survey as quickly as possible, with adequate funding being the major limitation.

   Future renovations in Building #0205, that have recently gone through a preliminary planning and design phase with the College of Architecture, took into account the Americans with Disabilities Act guidelines for accessibility.

2. There are ten laser disk stations, one of which is equipped for interactive programs, available to support our academic program. We have no students presently enrolled that require any modification of the equipment or relocation for accessibility. In the future, modifications or relocations will be accomplished to suit the appropriate needs as they arise.

3. The MCI relay telephone number will be listed in the next printing of College of Dentistry publications as follows:

   Telephone Service for Hearing Impaired
   Florida Relay Service
   1-800-955-8771 (TDD)

   A TDD system will be available to facilitate communication between students, faculty, and patients.

4. The following statement will be included in the next printing of College of Dentistry publications:

   Alternate Format of Publications

   Upon request, for individuals with documented visual and print related disabilities, this publication is available in alternate format. Contact Academic Affairs for more information. Alternate formats include: Note service, large print, Braille, audio cassette, laser disk, and interpreters.

5. Evacuation procedures for fire drills, fires, bomb threats and other emergencies for patients, students, and employees are being updated by the Assistant Dean for Clinical Affairs. Special provisions will be included for individuals with disabilities.

6. The College of Dentistry's curriculum revision policy calls for approximately 1/3 of the curriculum to be revised each year if funding is available. Special attention will be directed to remove any offensive or demeaning material if any exists. I have viewed 90+ % of the audiovisuals in the past six years and have found no such material.

7. N/A

8. Any alteration in the volume of a program, activity, or service must first pass through the Curriculum Committee (predoctoral), Committee on Advanced Education (postdoctoral), or the Director of Continuing Education. Recommendations from these and others (Chairpersons) then pass through administration and to the Dean for consideration and approval.

9. Application or registration forms for an event, activity, or meeting will include a section that inquires if the person will need any special accommodations as a result of a disability. The section will be as follows:

   Services for Persons with Disabilities

   For individuals with disabilities, requiring special accommodations, please contact _____ within _____ hours of the event so that proper consideration may be given to the request.

10. Employment Practices are reviewed and promulgated by John A. Heidler, Director/Personnel Services. Nancy Groff, Administrative Assistant in the College of Dentistry, is the responsible party to assure compliance with these directives.

11. All alterations of existing facilities or design of new facilities are reviewed by Richard Shortridge, Director, Facilities Design of the Health Science Center, and/or Campus Planning and Construction Management. Conformity to the standards under Title II regulations will be reviewed at both levels.

12. Title II highlights have been distributed to Department Chairpersons for dissemination to their faculty and staff. Additional in-service sessions will be scheduled so that all College of Dentistry employees are familiar with the policies and practices for full participation of individuals with temporary or permanent disabilities.

13. It is understood that employees/students who are in alcohol/drug treatment are disabled. It is also understood that employees/students who successfully complete such programs are not to be discriminated against by denying participation in any of our programs or activities. The College of Dentistry has periodically utilized the services of Dr. Roger A. Goetz, Director of the Physicians Recovery Network/Impaired Practitioner Program to review this program with the dental student population.

COLLEGE OF EDUCATION
UNIVERSITY OF FLORIDA

AMERICANS WITH DISABILITIES ACT SELF-EVALUATION
ACADEMIC AFFAIRS QUESTIONS

NOVEMBER 13, 1992

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

The various activities of the College of Education are conducted in Norman Hall. The Norman Hall facilities have been reviewed by a University Team to determine their accessibility to those with disabilities. All areas of concern identified by this Team will be addressed just as soon as funds are available to do so. College of Education students take classes offered by other colleges in other buildings on campus. These facilities have also been reviewed by the University Team to determine their accessibility.

(2) If you use any computer equipment in your programs, services or activities, what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

All preservice teacher education students take one or more computer education courses in one of the College's two computer laboratories. Both of these labs are accessible to physically handicapped students. There are four models of machines in these labs including Macintosh, Apple II e, Apple II GS', and IBM 55. All of the Macintosh machines have font/character enlargement capability for visually impaired students. The software packages in the labs include word processing, data base, spread sheet, page layout, and a variety of commercially prepared academic programs in the various academic fields used in K-12 schools. Additionally, computer equipment adapted to

various physical and visual disabilities is available through CIRCA. In the event the need arises, we will arrange to have appropriate software loaded on to these computers.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

The College of Education will utilize the Florida Relay Service for the hearing impaired. The College will make this service known to all staff, faculty and students, and will add the TTD access number, 1-800-955-8771, to our stationery.

(4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities.

All publications of the College will contain a statement that informs readers that the publication is available in alternate formats for persons with visual and print related disabilities.

(27) Discuss the procedures and schedule for a department by department review of all academic programs and activities of the institution to determine or identify factors including the following:

(A) whether or not there are any degree requirements or course requirements (including prerequisites) that discriminate on the basis of disability or have the effect of so discriminating;

There are no degree or course requirements that cannot be accommodated with an accurate assessment of each person's disability. All students having appropriate registration as disabled through the Office of Student Services will receive individual attention with respect to their individual needs. This will be accomplished with the cooperation of the Office of Student Services, Assistant Dean Kenneth Osfield.

(B) the extent to which alternate testing processes are necessary to eliminate discrimination in testing and evaluation of student ability and achievement;

Students with disabilities confirmed by OSA will be provided alternative testing procedures upon request.

(C) those off-campus activities or excursions related to a course or a degree requirements that would require accommodation for students with mobility impairments;

Accommodations for persons with mobility impairments will be made upon student request. All program area faculty will be updated frequently by the program area leader of the special and prosthetic accommodations needed by students with disabilities enrolled in that specific program.

(D) those off-campus programs (e.g., student teaching, internships) that are related to a course or degree requirement and must include opportunities that are, as a whole, equal to those of nondisabled students;

Placement of disabled students will be appropriate, barrier free, and comparable to those of students without disabilities.

(E) policies or practices related to library or reading room use, special reading collections of a department, and reserved reading materials;

Students with disabilities admitted to the College will be provided with adaptive devices (such as large print, assisted listening devices, amplified and computer enhanced materials with voice synthesizers) upon request. The Office of Student Services will assist the College with such adaptive devices.

(F) practices related to professors' office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours;

All faculty offices are accessible. Faculty members will make whatever arrangements are necessary to accommodate disabled students.

(G) policies and practices related to student participation in research;

All students are provided with research opportunities that match their interests and abilities.

(H) inaccessible facilities that must be used by students;

All facilities that must be used by students are or will be brought into compliance with ADA standards.

(I) any special equipment or devices that may require adaptation for use by students with certain disabilities;

Students with sensory and or physical impairments will be provided assistive devices upon request for use when special equipment or devices require some form of adaptation.

(J) any special teaching equipment that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students;

Students with sensory and physical impairments will be provided assistive devices upon request for use when special teaching techniques require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students.

(K) all policies, procedures and practices of the department, as reflected in written documents related to degree requirements, course requirements, the process of assigning students to courses, course descriptions, curriculum guides that outline the content and instructional methodologies of courses, and other similar materials.

All appropriate materials will be made available in alternate formats for persons with print related disabilities.

(28) In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of

requirements contained in section 504 and ADA, including the following:

(A) that no student may be excluded from any course or any course of study solely on the basis of disability;

(B) that modifications in degree or course requirements may be necessary to meet the requirements of some students with disabilities;

(C) that prohibitive rules, such as those banning tape recorders from the classroom must be waived for some students with disabilities;

(D) that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;

(E) that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills;

(F) that classes may have to be rescheduled to permit access for students with mobility impairments;

(G) that special equipment or devices used in the classroom may require adaptation in individual cases;

(H) that it is discriminatory to counsel students with disabilities toward more restrictive career than nondisabled students, unless such counsel is based on strict licensing or certification requirements in a profession.

At the first faculty meeting of each academic year, printed information containing points A to H will be presented to each faculty member and this will be followed by group discussion. Additionally, each of the five departments will be encouraged to invite Mr. Kenneth Osfield to a department meeting to discuss these points.

(29) Describe the steps that will be taken to make certain that students are informed periodically of requirements contained in

section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities, including:

(A) that no one may be excluded from any course, or course of study, on account of disability;

(B) that classes will be rescheduled for students with mobility impairments if the are scheduled for inaccessible classrooms;

(C) that academic degree or course requirements may be modified in certain instances to ensure full participation by students with disabilities;

(D) that alternate methods of testing and evaluation are available in all courses offered by the institution for students with requirements for such methods;

(E) that auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills.

The College will prepare a document containing the information contained in points A to E. A copy of this document will be provided to each newly admitted student. Further, the College anticipates that this information will also be made available to the students at the University level.

MEMORANDUM

TO: Student Services

FROM: R. Craig Wood, Chair
Department of Educational Leadership

SUBJECT: ADA Self-Evaluation
Academic Affairs Questions

DATE:

(27) (A) The Department of Educational Leadership has no course or degree requirements that discriminate on the basis of disability.

(B) Students with specific disabilities are allowed alternate testing procedures in every instance.

(C) None.

(D) None.

(E) All such items if any, are housed in the College of Education Library.

(F) We are not aware of any physical barriers within the Department of Educational Leadership.

(G) We are not aware of any policies or practices related to student participation in research that discriminate on the basis of disability.

(H) None.

(I) None.

(J) Any such activities are handled on a case by case basis.

(K) All course syllabi will contain statements to the effect that students with disabilities will be reasonably accommodated. Secondly, all Department of Educational Leadership deseminations will include statements that visually impaired individuals may request large print or audio dissemination.

(28)

(A)-(K) The Department of Educational Leadership conducts in service activities for faculty explaining the requirements contained in section 504 and ADA. Additionally, all such information will be disseminated to all students, via the regularly scheduled Department of Educational Leadership newsletters.

Modifications in course requirements are handled on a case by case basis. e.g. A student with severe motor coordination difficulties takes comprehensive examinations via laptop computer as opposed to handwritten examination as required of all other students.

P. K. YONGE DEVELOPMENTAL RESEARCH SCHOOL
COLLEGE OF EDUCATION
UNIVERSITY OF FLORIDA

NOVEMBER 6, 1992

AMERICANS WITH DISABILITIES ACT SELF-EVALUATION
ACADEMIC AFFAIRS QUESTIONS

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

The P.K. Yonge Developmental Research School uses University of Florida buildings 509 through 524 in the operation of its K-12 educational program. These buildings, and the grounds upon which they rest, have been inspected by Mr. Kenneth Osfield, accompanied by Mr. Frederic Lawrence and a University student confined to a wheelchair, for the purpose of determining the accessibility of the buildings and grounds to persons with physical disabilities. The result of this survey determined three problems:

First - The main administration building - number 510 - is inaccessible to a person with a physical handicap. This problem is being corrected by a design being drawn by Mr. Osfield's office. P.K. Yonge will cooperate in the implementation of this design.
Second - While it is possible for a wheelchair bound peson to travel from the upper to the lower campus, it is very difficult to make the circuitous route that is required. Mr. Osfield's office is also addressing a design change to correct this problem which will be implemented with the cooperation of P.K. Yonge.
Third - A threshhold problem was discovered in building 510 at Room 212. A workorder has been submitted to Physical Plant Division to correct this problem.
Fourth - Although there is access to the auditorium for disabled persons, there is none to the stage . We will investigate making a stairway accessible.

(2) If you use any computer equipment in your programs, services or activities, what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

P.K. Yonge is continually upgrading and adding to its inventory of computer hardware for the benefit of staff and students. Both the IBM company and the Apple Company are providing computers and programs in this upgrade. We are now ensuring that with new orders computers equipped with designs that address physical and visual disabilities will be purchased. At least one computer station in our computer lab will be equipped to accommodate a mobility impaired student.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

P.K. Yonge will utilize the Florida Relay Service for hearing impaired parents, community members, and employees. When our new stationery is reprinted we will add the TTD access number 1-800-955-8771.

(4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

P.K. Yonge is offering alternate formats upon request for all materials that are made public. This may include the enlargement of print when necessary or it may inciude providing auditory materials as required. All printed documents emanating from the school to parents and the community will contain the following statement: "Upon request this publication is available in alternate formats for the visually impaired."

(27) Discuss the procedures and schedule for a department by department review of all academic programs and activities of the institution to determine or identify factors including the following:

(A) whether or not there are any degree requirements or course requirements (including prerequisites) that discriminate on the basis of disability or have the effect of so discriminating.

(I) Physical Education has been modified for students with disabilities and it is offered under the State headings for Physical Education.
(II) Science laboratories are conducted through computer or video disk simulations and by using alternate laboratory furniture as required.
(III) Band students receive credit without having to march if necessary.
(IV) All other academic areas use regular curricular modifications in all classes in order to provide for all students.

(B) the extent to which alternate testing proceses are necessary to eliminate discrimination in testing and evaluation of student ability and achievement.

In testing situations students are given additional time if it is determined they have a physical handicap which hinders the completion of a test within a specified time period, are provided with large print tests, receive tests orally or through tape recorders, and are provided with readers as necessary.

(C) those off-campus activities or excursions related to a course or a degree requirement that would require accommodation for students with mobility impairments.

All field trips provide special accommodations for students with mobility impairments. We have available to us Alachua County buses that are appropriately modified for wheel chair access. All other off-campus educational experiences such as Vocational-Agriculture, and Dual Enrollment Programs which send students to the University of Florida, Santa Fe Community College, and the Loften Center, are monitored to insure that they provide facilities for students with mobility impairments.

(D) those off-campus programs (e.g., student teaching, internships) that are related to a course or degree requirement and must include opportunities that are, as a whole, equal to those of nondisabled students.

Our Student Executive Internship Program provides opportunities for all students regardless of disabilities.

(E) policies or practices related to library or reading room use, special reading collections of a department, and reserved reading materials.

Upon request, the library will retrieve materials for handicapped persons. Also upon request, furniture will be rearranged to accommodate students with mobility problems. No equipment presently exists for the visual or hearing impaired.

(F) practices related to professors' office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours.

P.K. Yonge experiences no problems in this regard. Our faculty is on duty from 7:45 A.M. to 3:30 P.M. daily, and all teachers are available to all students.

(G) policies and practices related to student participation in research.

The two major areas of research conducted by students at our school are scientific research and library research. Scientific research is done in laboratories and through extension experiences. Many of these areas of research can now be done through simulations. Library access is unobstructed and there is help in the library for computer searches and material retrieval. Modifications such as availability of readers and use of tape recorders assist the compilation of research.

(H) inaccessible facilities that must be used by students.

All inaccessible areas, as outlined in question number (1) are being addressed through design and completion of design at the present time.

(I) any special equipment or devices that may require adaptation for use by students with certain disabilities.

The use of microscopes require some modifications for some students. This is done with personal assistance of video simulations. Computers are being purchased to supplement modifications for students with certain physical impairments. Tall laboratory tables are not necessary for experiments, and students can use lower tables as needed.

(J) any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students.

Teachers use a multi-presentational activity design where both hearing and reading are used. Materials such as print materials and overhead transparencies are available in larger print. Classroom presentations by the students are modified as appropriate.

(K) all policies, procedures and practices of the department, as reflected in written documents related to degree requirements, course requirements, the process of assigning students to courses, course descriptions, curriculum guides that outline the content and instructional methodologies of courses, and other similar materials.

Course requirements are offered in alternate formats upon request. They may include the enlargement of print or in an auditory format.

(28) In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504 and ADA, including the following:

(A) that no student may be excluded from any course or any course of study solely on the basis of disability.

(B) that modifications in degree or course requirements may be necessary to meet the requirements of some students with disabilities.

(C) that prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some students with disabilities.

(D) that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities.

(E) that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured).

(F) that classes may have to be rescheduled to permit access for students with mobility impairments.

(G) that special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing or mobility of students) may require adaptation in individual cases.

(H) that it is discriminatory to counsel students with disabilities toward more restrictive careers than nondisabled students, unless such counsel is based on strict licensing or certification requirements in a profession.

At the beginning of each academic year, a faculty meeting is dedicated to outlining the points(A-H) to all faculty members. In addition, a section is included in the faculty handbook to inform teachers of these requirements. A workshop will also be provided during pre-school planning for 1993-94.

(29) Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are informed periodically of requirements contained in section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities, including:

(A) that no one may be excluded from any course, or course of study, on account of disability.

(B) that classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms.

(C) that academic degree or course requirements may be modified in certain instances to ensure full participation by students with disabilities.

(D) that alternate methods of testing and evaluation are available in all courses offered by the institution for students with requirments for such methods.

(E) that auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills.

Students who report any impairments such as hearing and seeing are given the possible adjustment in writing, and their parents receive a copy of this adjustment. In addition, all faculty members must make a general announcement concerning the availability of modifications. Faculty members are also required to identify students who may require additional considerations.

UNIVERSITY OF FLORIDA

College of Engineering

312 Weil Hall

Gainesville Florida 32611-2083
Telephone 904-392-0948
Telefax 904-392-9673
Email JBrun@engnet.ufl.edu

December 17, 1992

MEMORANDUM:

TO: Kenneth Osfield

FROM: Jim Brunson Jim Brunson

SUBJECT: Americans with Disabilities Act Self-Evaluation Report

1. College of Engineering programs are housed in twelve major buildings and numerous smaller buildings with over 350,000 square feet of net assignable space for offices, classrooms, teaching labs, and research labs.

Among the major Engineering facilities are:

Aerospace Engineering Building
Benton Hall
Black Hall
Chemical Engineering Building
Computer Sciences & Engineering Building
Larsen Hall
Materials & Mechanics Building
Mechanical Engineering Building
Mechanical Research Lab
Nuclear Sciences Building
Rhines Hall
Weil Hall

A complete list of all buildings used by Engineering is attached for reference (appendix 1).

A University survey was initiated during the 1992 fall semester to identify specific problem areas affecting accessibility to programs or activities. The College of Engineering supports efforts by the UF Administration, the Board of Regents, and the Legislature to correct problems of a general nature. The College will address specific problems or individual needs on a case by case basis. If necessary, the College will make alternative room reassignments to address special needs.

2. The College of Engineering uses computers extensively throughout its academic and research programs. There is a significant investment in personal computers, computer workstations, and minicomputers. In addition there is direct and networked access to the university mainframe. Computer software is extensive and varies with the administrative/scientific application. Standard software for word processing, spreadsheet applications, and database applications are prevalent throughout the College. For reference, a list of the general access College of Engineering computer labs is listed below:

BUILDING NAME	BUILDING NO.	ROOM NO.	DESCRIPTION
Weil Hall	024	200	Computer Lab, P.C., General Student Use
Weil Hall	024	201	Computer Lab, Workstations, Unix Grad Student
Weil Hall	024	408b	Microprocessor Class Lab
Weil Hall	024	430	Computer Lab, P.C., General Student Use
Weil Hall	024	375	Computer Lab, P.C., Student Use
Weil Hall	024	475	Computer Lab, P.C., Student Use
Weil Hall	024	516	Computer Lab, Terminal, Student Use
CSE	042	E112	Undergraduate Teaching Labs
CSE	042	E113	Undergraduate Teaching Labs
CSE	042	E114	Undergraduate Teaching Labs
CSE	042	E115	Undergraduate Teaching Labs
CSE	042	E116	Undergraduate Teaching Labs
CSE	042	E309	Computer Lab, Terminals, Student Use
CSE	042	E331	Computer Lab, P.C., CDA Lab
Reed Lab	131	402	Computer Lab, General Student Use
Rhines Hall	184	213	Computer Lab, Terminals, General Student Use
Nuclear Sci	634	209	Computer Lab, P.C., General Student Use
Mechanical	720	313	Computer Lab, Terminals, Advanced Graphics Lab
Mechanical	720	321	Computer Lab, Terminals, Advanced Graphics Lab
Mechanical	720	325	Computer Lab, Terminals, Engr Graphics
Benton Hall	721	332	Computer Lab, P.C., General Student Use
Chemical	723	213	Computer Lab, Terminals, Student Use
Black Hall	724	213	Computer Lab, P.C., Class/Student Use
Aerospace	725	326	Computer Lab, Design Class
Aerospace	725	331	Computer Lab, Terminals, Student Use

The College will address individual needs for specialized access (such as voice actuated systems) on a case by case basis.

3. Telephones are used extensively throughout the College of Engineering. Persons with hearing impairments can be provided specialized equipment to insure equal access to all services. Information concerning the MCI Florida Relay Telephone number will be provided to Engineering departments for use as needed. The College will address specific problems or individual needs on a case by case basis and initiate appropriate steps to address special needs.

4. Steps taken to ensure that all publications are accessible to people with visual and print related disabilities: many engineering units do not currently have in place provisions for print related disabilities. However, the College will address specific problems or individual needs on a case by case basis and initiate appropriate steps to address special needs. Such action may include the following: publications may be enlarged on xerox, reprinted in larger fonts, or provided in electronic media format so the recipient may view it on screen or reprint it in a manner appropriate to his/her needs; if the student is blind, we may help in obtaining other students who would read or act as his/her eyes; we may set the student up with a laboratory partner who is interested in helping the student; other actions are taken as needed.

Faculty, staff, and students will be notified of alternate formatted materials on a department basis through faculty meetings and routine beginning-of-term correspondence.

5. (# 27 on ADA Self-Evaluation Questionnaire) Note that on all items listed, faculty and staff will be reminded of their responsibility to respond to special needs and handle specific problems and/or individual needs appropriately.

(A) There are no degree requirements or course requirements that discriminate on the basis of disability or have the effect of so discriminating. There is the possibility that some field work and class trips could be difficult for physically handicapped students. However, the College will address specific problems or individual needs on a case by case basis and initiate appropriate steps to insure that difficulties are resolved.

(B) Alternative testing processes are not necessary to eliminate discrimination in testing and evaluation of student ability and achievement.

(C) Off-campus activities or excursions related to a course or degree requirement that require accommodation for students with mobility impairments will be addressed on a case by case basis.

(D) Off-campus programs related to a course or degree requirement must include opportunities that are, as a whole, equal to those of non-disabled students. Such programs will be addressed on a case by case basis.

(E) Policies or practices related to library or reading room use, special reading collections of a department, and reserved reading materials will be reviewed on a case by case basis.

(F) College policy is to provide students with mobility impairments equal access during office hours.

(G) College policy is to provide appropriate accommodations to allow students with disabilities to participate in research activities. There is the possibility that some research-related

activities could be difficult for physically handicapped students. However, the College will address specific problems or individual needs on a case by case basis and initiate appropriate steps to insure that difficulties are resolved.

(H) Inaccessible facilities will be the subject of the UF/BOR survey which is currently underway. To the extent possible, activities will be scheduled in facilities accessible by all students.

(I) Any special equipment or devices requiring adaptation for use by students with certain disabilities will be identified on a case by case basis and corrective action will be explored, including adapting the respective equipment or using alternative equipment or devices.

(J) Any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students which impedes the learning process for students with disabilities will be reviewed on a case by case basis.

(K) There are no known policies, procedures, or practices of the College which discriminate against persons with disabilities. There may be situations whereby persons with disabilities may experience difficulty. College policy is to review those situations and initiate corrective action as appropriate.

6. (# 28 on ADA Self-Evaluation Questionnaire)

In order to inform academic administrators and faculty members periodically about ADA requirements, a summary document will be prepared and distributed at least once a year, along with other required information, such as the faculty guide, Reasonable Accommodations, that is prepared by the Committee on Persons with Disabilities.

In addition, ADA requirements will be discussed at faculty meetings, particularly, with respect to ongoing policies and procedures for insuring that persons with disabilities have equal access to all academic programs and activities.

7. (# 29 on ADA Self-Evaluation Questionnaire)

In order to inform students periodically about ADA requirements and of modifications or adjustments that will be made for individual students with disabilities, a summary document will be prepared and distributed at least once a year for publications such as University student publications, registration materials, undergraduate and graduate catalogs. The College will look to the University Administration for guidance to insure that dissemination of information is done systematically.

attachment

cc: W. M. Phillips
M. J. Ohanian
W. Viessman, Jr.
J. F. K. Earle
Engineering Department Chairmen

ENGINEERING BUILDINGS

Building Number	Name
0024	WEIL HALL
0038	SSRB/BRYANT HALL
0042	COMPUTER SCIENCES & ENGINEERING
0131	REED LABORATORY
0183	MECHANICAL RESEARCH LABORATORY
0184	RHINES HALL
0225	DIGITAL DESIGN FACILITY
0226	MICROFABRITECH FACILITY
0239	SOLAR TEST HOUSE
0240	SOLAR TEST HOUSE
0241	SOLAR TEST HOUSE
0242	SOLAR TEST HOUSE
0247	SOLAR ENGINEERING
0250	SOLAR SHED
0554	NUCLEAR FIELD BUILDING
0557	NUCLEAR REACTOR BUILDING
0571	WAVE TANK
0572	COASTAL LAB
0580	SOLAR HOUSE
0607	COASTAL LAB
0634	NUCLEAR SCIENCE BUILDING
0668	EE COMMUNICATIONS LABORATORY
0719	MATERIALS & MECHANICS BUILDING
0720	MECHANICAL ENGINEERING BLDG
0721	BENTON HALL
0722	LARSEN HALL
0723	CHEMICAL ENGINEERING BLDG
0724	BLACK HALL
0725	AEROSPACE ENGINEERING
0726	SOLVENT STORAGE SHED
0729	COASTAL STORAGE
0745	COASTAL SHOPS
0746	COASTAL LAB
0760	LIGHTNING RESEARCH
0771	INTEGRATED ELECTRONICS CENTER
0856	PHELPS LAB
0869	DIGESTER STRUCTURE

KEEP IN TOUCH WITH FAMILY AND FRIENDS

The deaf, deaf-blind, hard of hearing and speech impaired will be able to make regular telephone contact with anyone as of June 1, 1992. That's when the new Florida Relay Service (FRS) Center will open in Miami.

A *toll-free* call to the Center is all it will take...

FLORIDA FRS RELAY SERVICE

Punch out this wallet-size card to carry with you for fast, easy instructions on how to use FRS.

FLORIDA FRS RELAY SERVICE

Florida Relay Service
200 South Biscayne Boulevard
Suite 600
Miami, Florida 33131

To make a call
1-800-955-8771 (TDD)
1-800-955-8770 (voice)

Customer Service
1-800-955-8013 (V, TDD)

MCI

YOUR FRE... TO COMMUN...

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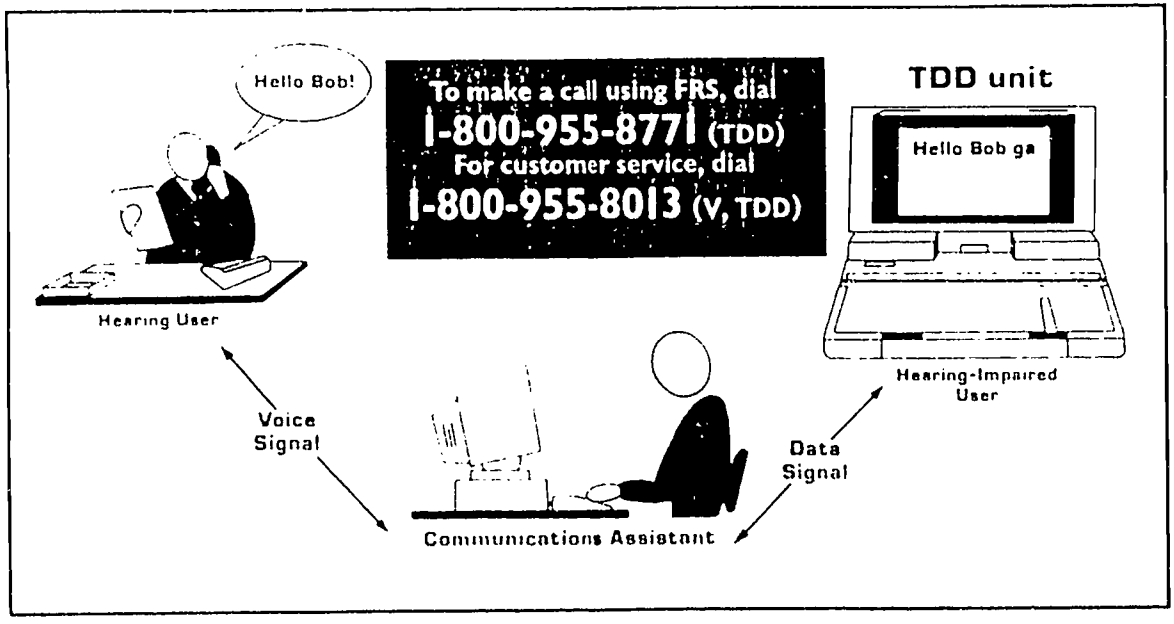
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EASY TO USE...RELIABLE...PRIVATE.

- To make a call through the Florida Relay Service you only need a regular telephone and a TDD — Telecommunications Device for the Deaf
- Your call — whether local, long distance, international, collect, person-to-person, third party, or credit card — is answered by a Communication Assistant (CA) at the FRS Center in Miami.
- The CA calls the hearing person you wish to reach and explains to him or her how the system works.
- The hearing person you have called speaks to you through the CA.
- Each word is typed to you by the CA
- You get a word-for-word message on your TDD. You read the message and you type your response on the TDD.
- Your TDD response is relayed by the CA who speaks to the hearing person who you called...and this conversation goes back and forth.
- The CA serves as a human telephone wire, confidentially and accurately relaying your words and your emotions where indicated and relays back the words and emotions of the person you have called together with any background noises.

* No record — paper or electronic — of any call is kept
** No (900) or (976) calls will be relayed



BEST COPY AVAILABLE

THINGS TO

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  contact "Florida
  Relay Inc." at 1-8

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1-800-9

Have your number re
Assistant (CA) either
calling the FRS
The CA will help you
Do not use this serv
If you have a concern
Service at 1 800 955

COLLEGE OF FINE ARTS
university of florida
gainesville, florida 32611-2032
office of the dean
Tel: (904) 392-0207
Fax: (904) 392-3802

November 12, 1992

M E M O R A N D U M

TO: Kenneth Osfield, Assistant Dean
Student Services

FROM: Donald E. McGlothlin, Dean

SUBJECT: Americans with Disabilities Act Self-Evaluation
Academic Affairs Questions

Please fine enclosed the College of Fine Arts response to the ADA self-evaluation questions that were included in your memorandum to Provost Sorensen of October 1, 1992. These responses reflect input from the Departments of Art, Music, and Theatre/Dance, and the Center for the Performing Arts, which are part of the College of Fine Arts.

In addition to the typed response, for your convenience we are providing this information on computer disk (MacIntosh format using Microsoft Word and named Disabilities Access). Please consider this to be a "draft" response. We will provide whatever additional information you need to complete the University's report. You will note that in several areas information is not currently available; however, we are planning to obtain the information during the Spring semester 1993.

I assure you that my faculty colleagues and I are very supportive of these efforts to respond to the standards of the ADA Act, but the special nature of the visual and performing arts must be understood. For example, question 28A that "no student may be excluded from any course or any course of study solely on the basis of disability" suggests that a blind student could successfully pursue a professional degree in painting or photography, or that a wheelchair bound student could obtain a degree in dance, or a deaf student could have a career as a professional music performer. We have tried to emphasize that there is a difference between the professional degree programs and the BA degrees in art, music and theatre, which have a liberal arts orientation. For most disabled students, the BA degree, or a specialization such as Music History, would be more appropriate than the professional degrees.

Please let me know if you have any questions or if we can provide additional information.

DEM/jm

University of Florida
College of Fine Arts
Americans with Disability Act Self-Evaluation
Academic Affairs Questions

1. **List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.**

Response:

a. The Department of Art utilizes the top floor and the bottom floor of Fine Arts Building C (FAC) for departmental offices and studio classrooms, and all floors in Fine Arts Building D (FAD) for studio classrooms. The University Gallery occupies Fine Arts Building B (FAB), and the art education program occupies the basement of the former gymnasium in Norman Hall. At this point the Department has taken no documentable steps to insure that these facilities are accessible or that their use will not result in inaccessibility of any programs or activities.

b. The primary facilities in use by the Department of Music are the following: Music Building (MUB); the main hall and several studios in the University Memorial Auditorium (UMA); Center for the Performing Arts (CPA); and the Ballroom in the Reitz Union. Rooms in the Music Building are accessible, but the studios and stage are in UMA are not accessible at this time.

c. The Department of Theatre has only a very small number of classrooms under its direct control. Most of its classroom spaces are controlled by the Registrar's Office. Other spaces used by the Department are:

- Constans Theatre: All floors of the facility (with the exception of the back of the theatre seating area and lobby) are not accessible to persons with mobility impairment. Rest rooms are on the second floor and are not accessible - no elevators in the building. The Department has indicated the problems and suggested solutions in its Facilities and Planning Report submitted to the Dean of Fine Arts. (on file in the Dean's Office)

- McCarty C (Hume Library), 4th Floor: Facility is currently not accessible to persons with mobility impairment. The University is very close to completion of the installation of an elevator that will accommodate persons in wheelchairs. Elevator will have controls in braille. Rest rooms, classrooms, and departmental offices are accessible to persons with mobility impairment. Hallways and doorways are kept free of obstructions.

- Stadium, Room 236: Not accessible to students with mobility impairments. The elevator in the stadium does not stop on the second floor. After the football season, the stadium will undergo renovations, including a new elevator that will make the classroom accessible to wheelchairs and students with sight impairments. The Department of Theatre has no control over the accessibility of the facility.

- O'Connell Center, Room SOC 2450: Accessible to persons with physical, hearing, and sight impairments. The Department of Theatre has no control over the accessibility of the facility.

d. The Dean's Office and the Architecture and Fine Arts Library are located in Fine Arts Building A. These areas are accessible.

e. The Center for the Performing Arts (CPA) offers a variety of services for patrons with disabilities including wheelchair lift.

handicapped door, and a handicapped dressing room. Seating areas for patrons in wheelchairs and their companions are available on both the orchestra and balcony levels of the main auditorium and in the Black Box Theatre. Restrooms and seating areas are accessible by ramp or elevator. The elevator is located on the east side of the lobby. Additional seating in the main auditorium for patrons with disabilities will be constructed during the 1992-93 season. (See Attachment A for detailed information.)

2. **If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.**

Responses:

a. The Art Department has computers for instructional programs. The Department utilizes a classroom on the third floor of FAC for a general computer graphics and video classroom. It also has one additional computer that is used for instructional purposes in the photography program in FAD. At this point the Department has encountered no problems with accessibility to this equipment by students with physical or visual disabilities. Nearly all of the computer software utilized has to do with computer graphics and visual organization. Because of technological developments the Department may now have an opportunity to serve some disabled students who are seeking careers in the visual arts, but who previously had only limited access to these creative experiences because only conventional production processes were used. There are ways in which computer graphics and video equipment can be made very accessible to the handicapped. The Department is eager to provide that opportunity if funding permits.

b. The Music Department's computer lab, located in the music building, is accessible; however, electrical receptacles which now rise above the floor could hinder smooth movement for people in wheelchairs.

and could also present a problem for individuals who have limited walking capability. The computer equipment is not adaptable for people with physical or visual disabilities, but the work stations could be positioned to allow for wheelchair access. The Department does not have any special mechanical devices or computer software which would make its equipment accessible for people with visual or physical disabilities.

c. The three computers in Room 426 (lab/classroom) used by the Theatre Department are not accessible to students with physical or visual disabilities. The Department could easily adapt one computer workstation to accommodate a wheelchair. If a person with a disability made application to the production program, the Department would immediately contact Kenneth Osfield, Assistant Dean for Student Services and take the necessary steps to adapt a computer/workstation. The Department currently has no students or faculty members with disabilities. The Department uses Zenith 386 computers with AutoCad software.

d. The six computers (IBM and MacIntosh) in the Dean's Office, which are used for administration purposes, are not accessible to students with physical or visual disabilities.

3. **If you use telephones in your program, activities or services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities.**

- Telephones used in the departments, the Dean's Office, and at the CPA can be accessed through the Florida Relay Service (TDD): 1-800-955-8771, or 392-1900 extension 5 for TDD message translation. The MCI Relay Telephone Number will be listed in future College publications.

4. **What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?**

Alternate format College publications can be made available. Requests for programs and catalogs used for performances and exhibitions should be made 5 working days in advance of the event.

For events presented at the CPA alternate format publications are also available. The Center should be contacted the Center 72 hours prior to a performance so proper consideration may be given to requests for this service.

(27) **Discuss the procedures and schedule for a department, by-department review of all academic programs and activities of the institution to determine or identify factors including the following:**

A. **whether or not there are any degree requirements or course requirements (including prerequisites) that discriminate on the basis of disability or have the effect of so discriminating;**

Response:

The College is in the process of reviewing all academic programs and activities to determine if there are any degree requirements or course requirements (including prerequisites) that discriminate in the basis of disability. This review will be completed by May 1, 1993.

At this time we know that the accredited professional degrees in Art (BFA,MFA), Music (BM,MM, PhD) and Theatre (BFA,MFA) require courses involving specific skills necessary to practice the profession.

All students pursing these degrees must demonstrate prerequisite skill levels for admittance to the professional programs and for upper division and graduate level courses. In some cases it might be possible for

adaptation to be made on an individual basis. Other cases may require medical counseling to determine whether specific courses are in the student's best interest. Examples:

- Dance: a severely hearing impaired student has been taking dance courses for three semesters. Teachers have altered their teaching styles to insure that he can use lip reading.

- For students with medically diagnosed mobility limitations, consultation with the physician would be necessary to determine the safety of a particular course. It might be possible to make certain curricular exceptions for actors with compensating talents. But there are probably some cases in which a career in dance, for example, is medically contraindicated. In such cases, we would work with the physician and student to counsel him into a safer program.

- Degree requirements and course requirements in the art department that appear to discriminate on the basis of disability, have to do primarily with the nature of the specific discipline. For example it is extremely unlikely that a blind person or a student with a major visual impairment would be able to successfully pursue a professional visual arts program.

- The College's BA degree program offers the study of art, music or theatre with less emphasis on the practice of specialized skills and more emphasis on a liberal arts eduction. This may be the appropriate degree for most disabilitated students to consider.

B. **the extent to which alternate testing processes are necessary to eliminate discrimination in testing and evaluation of student ability and achievement:**

Response:

If it has been determined that a course is an appropriate choice for a disabled student, we would work with the Office of Student Services to obtain the necessary adapted testing materials.

C. **those off-campus activities or excursions related to a course or a degree requirement that would require accommodation for students with mobility impairments;**

D. **those off-campus programs (e.g., student teaching, internships) that are related to a course or degree requirement and must include opportunities that are, as a whole, equal to those of nondisabled students;**

Response:

C. and D.: If any such case would arise we would assist the student in securing internships at programs with the necessary access facilities. For travel to professional conferences, etc., we would use a hotel/motel with such facilities.

E. **policies or practices related to library or reading room use, special reading collections of a department, and reserved reading materials;**

Response:

We would work with the Office of Students Services to provide large print or braille reading materials to a student with such needs.

While the Departments of Art, Music and Theatre do not discriminate on the basis of physical disability, it must be acknowledged that

these programs focus on highly developed physical as well as intellectual abilities (e.g. aural, visual, psychomotor skills).

Further, much of the curriculum is geared toward pre-professional training. Therefore, it is our responsibility to honestly and objectively counsel all students regarding realistic career potentials.

We make every effort to tailor our programs to the individual student, regardless of physical challenge--or lack thereof; but there will be cases when the disabled student, like any other student, will be counseled into a more appropriate area of study based on that student's skills and abilities.

F. practices related to professors' office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours;

Response:

Professors in the College of Fine Arts will make special appointments for any student who has good reason to need such accommodation.

G. policies and practices related to students participation in research;

Response:

For research see E. For creative activities, see H. In some cases it may be necessary to seek the aid of the Office of Student Services in obtaining specialized equipment.

H. inaccessible facilities that must be used by students;

Some facilities used by the College of Fine Arts for creative activities (e.g. performance spaces, rehearsal halls, art studios and

laboratories) are not currently accessible by disabled students. Work is already in progress in certain areas to remedy these situations. The College is eager to address remaining concerns as funding becomes available.

I. any special equipment or devices that may require adaptation for use by students with certain disabilities;

This is a problem in all three departments. Specific examples involve the technical shops in the Art Department (printmaking, photography, ceramics and sculpture) and the costume shop in the Theatre Department. The fine and performing arts are equipment intensive, and many devices and laboratory/shops would require modifications to adapt them for use by students with disabilities. The College is in the process of assessing the scope of these problems with the goal of completing the study by May 1, 1993. We are eager to address these concerns to the extent possible and as funding permits.

J. any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students; and

See A and B above.

The nature of the disciplines housed in the College of Fine Arts rely on special physical abilities, which creates problems in this regard. To date we have not gone through a formal process of reviewing policies, procedures and practices relating to this broad question. We will do so in the near future.

K. all policies, procedures and practices of the department, as reflected in written documents related to degree requirements, course requirements, the process of assigning students to courses, course descriptions, curriculum guides that outline the content and instructional methodologies of courses, and other similar materials.

Response:

See below.

28. In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504 and ADA, including the following:

A. that no student may be excluded from any course or any course of study solely on the basis of disability;

B. that modifications in degree or course requirements may be necessary to meet the requirements of some students with disabilities (include examples);

C. that prohibitive rules, such as those banning tape recorders form the classroom, must be waived for some students with disabilities;

D. that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;

E. **that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);**

F. **that classes may have to be rescheduled to permit access for students with mobility impairments;**

G. **that special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases; and**

Response:

A.- G.: The College of Fine Arts is committed to making the study of art, music, and theatre and dance accessible to all students. The liberal arts BA degree in art, music, or theatre is far more accessible than the professional BFA, BM, MM and MFA degrees, which require high levels of achievement based on special aptitude and many specific physical skills for successful employment in the field.

H. **that it is discriminatory to counsel students with disabilities toward more restrictive careers than nondisabled students, unless such counsel is based on strict licensing or certification requirements in a profession.**

Response:

The requirements of the professional degrees in art (BFA,MFA), music (BM, MM,PhD), and Theatre/dance (BFA,MFA) reflect the standards established by the national associations which accredit those programs (the National Association of Schools of Art and Design--NASAD; Music--NASM; Theatre--NAST) and as such

represent "strict licensing/certification requirements of the professional world.

29. **Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are informed periodically of requirements contained in section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities, including:**

A. **that no one may be excluded from any course, or course of study, on account of disability;**

B. **that classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms;**

C. **that academic degree or course requirements may be modified in certain instances to ensure full participation by students with disabilities;**

D. **that alternate methods of testing and evaluation are available in all courses offered by the institution for students with requirements for such methods;**

E. **that auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills; and**

Response:

Appropriate information will be included in all student handbooks and printed matter distributed by the departments and the College, and special workshop/orientation sessions will be conducted by the College on a periodic basis. Information will also be disseminated to prospective students during music and theatre auditions and portfolio review sessions.

Students with physical disabilities will be accommodated on an individual basis related to items A-E.

At the CPA, sound enhancement systems for the hearing impaired are available in the House Manager's office. We plan to provide similar systems at the Constans Theatre and the Memorial Auditorium as soon as funding permits.

ATTACHMENT A

SELF-EVALUATION REPORT - AMERICANS WITH DISABILITIES ACT

PERFORMING ARTS CENTER - UNIVERSITY OF FLORIDA

BUILDING NUMBER: 315

HANDICAP FACILITIES AND SERVICES

The administrative offices, the main stage and all public areas including restrooms are completely wheelchair accessible either by ramp or elevator. In addition, all room numbers and elevator buttons are equipped with a braille translation.

HANDICAP SEATING AREAS (UNDER CONSTRUCTION)
Handicap seating with companion seating is available in the orchestra and balcony section of the main theater.
The Black Box theater

WHEELCHAIR LIFT
Access from the main theater seating area to the stage is available via a wheelchair lift located house left by the stairs to the stage.

HANDICAP DOOR
A handicap door is located at the main entrance to the lobby that allows easy access for wheelchair bound patrons without assistance.

ALTERNATIVE FORMAT PUBLICATIONS
Alternative format publications are available for visually impairs patrons with prior notice of at least 72 hours.

SOUND ENHANCEMENT SYSTEMS
Sound enhancement systems are available for the hearing impaired in the house manager's office before each event at the Center.

FLORIDA RELAY SYSTEM
Tickets may be ordered at the Center box office by hearing impaired patrons using the Florida Relay Service.

HANDICAP DRESSING ROOM
The Center has one individual handicap accessible dressing room which is equipped with an extra wide door and a handicap shower seat.

ADA - SELF EVALUATION REPORT - THE GRADUATE SCHOOL

(1) List facilities your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

Offices and Conference Room. All offices are currently accessible or could be made so easily by rearrangement of movable furnishings.

(2) If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that equipment os accessible to students with physical and visual disabilities. Please list computer and computer software used.

Not applicable

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure persons with hearing impairments will have equal access to your services.

One phone system, Florida Relay System 1-800-955-8771 (TDD) will be made available in the Graduate School for the hearing impaired.

(4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

The Graduate Catalog will be made available on diskette.

(27) Discuss the procedures and schedule for a department, by-department review of all academic programs and activities of the institution to determine or identify factors including the following:

Not applicable

(28) In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504 and ADA, including the following:

Not applicable

(29) Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are informed periodically of requirements contained in section 504 and ADA and of modifications or adjustments that will be make for individual students with disabilities, including:

Not applicable

UNIVERSITY OF FLORIDA

COLLEGE OF HEALTH RELATED PROFESSIONS

DEPARTMENT OF PHYSICAL THERAPY
PO BOX 100154
HEALTH SCIENCE CENTER
GAINESVILLE, FLORIDA 32610-0154

PHONE: 904 395-0085

December 15, 1992

MEMORANDUM

TO: Richard R. Gutekunst, Dean

FROM: Martha A. Clendenin, Chair

RE: ADA Self-Evaluation

The following information is submitted subsequent to a telephone conversation with Mr. Ken Osfield since I was not at the Chair's meeting to hear his presentation.

1. The following buildings are used for our program activities: Health Center communicore classrooms and laboratories, library, and the departmental seminar room located on the ground floor in DG-61. Access is responsibility of Shands Hospital and UF.

2. No computer access is required with current curriculum. Students use personal computers for assignments. No software is available within the department.

3. Telephone access is available via the Florida Relay Service available through the Office for Student Services.

4. Publications can be made available in enlarged print or braille with the assistance of Student Services.

27. All students with a disability will be encouraged to register with the Office of Student Services and by doing so will be eligible to receive appropriate modification of any printed materials in order that they may have access to the department curriculum without discrimination. Any observed limited access problems related to space or facilities will be reported to the Office of Student Services as well as the appropriate unit.

    Off campus clinic sites will be co-ordinated by the Academic co-ordinator and the proposed clinic facility. Most sites are compliant with the ADA since they serve this population.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

28. Periodic requirement and refinements of the ADA and 504 will be presented to the faculty by the Chair as well as by an in service by Mr. Ken Osfield and his staff. This will help to insure that the situations outlined in A through H will be met.

29. All students with sight or hearing impairments will be encouraged to register with the Office of Student Services in order that they may be informed periodically of the requirements contained in section 504 and the ADA thus preventing any of the situations outlined an A through E to occur.

Currently there are no students enrolled in our department that have disclosed any disability. In the past we have had a deaf student and a student that was legally blind in our curriculum. Both of these students completed the program and graduated from the University of Florida.

cc: Ken Osfield

UNIVERSITY OF
FLORIDA

Department of Occupational Therapy
College of Health Related Professions

Health Science Center
PO Box 100164
Gainesville, FL 32610-0164
TEL: (904) 392-2617
FAX: (904) 392-6529

MEMORANDUM

TO: Kenneth Osfield
Assistant Dean for Student Services

FROM: Kay F. Walker, Ph.D., OTR/L, FAOTA
Chairperson and Associate Professor

SUBJECT: ADA - Self Evaluation

DATE: January 6, 1993

Attached please find responses to the self-evaluation questions posed in your letter of October 1, 1992. As you requested, a hard copy and a computer disc in IBM Word Perfect format is enclosed. Please let me know if you need clarification or further information on any of this.

Thank you for your attention to this response.

/vm
enclosures
xc: Richard R. Gutekunst, Dean
College of Health Related Professions

Equal Opportunity/Affirmative Action Institution

1) Dental Science Building - offices, classrooms & clinical areas
- accessible

Communicore Building - classroom, labs
- accessible

2) Do not have computers for student use

3) Will cooperate with a College-wide (College of HRP) effort to obtain TDD equipment in Dean's office.

4) Will include statement on printed materials that enlarged print format is available upon request.

27) A) None of our courses discriminate on the basis of disability. However, it is very difficult, even with accommodations, for persons with physical, psychosocial, cognitive disabilities and blindness or deafness to complete course requirements.

B) Accommodations are made on a case-by-case method.

C) Several courses require off-campus fieldwork. Accommodations are made on an individual basis.

D) Six months of full time clinical internships off-campus is required. Accommodations are made on an individual basis.

E) The Health Center Library is used for reserve materials. Accommodations are made on an individual basis.

F) Accommodations are made on an individual basis.

G) Students are not required to be a participant in faculty's research. Graduate students are required to conduct a research study. Accommodations are made on an individual basis.

H) As stated in (1) above, facilities at the Health Science Center are accessible. For fieldwork placements, alternative scheduling would be offered for off-campus sites that are not accessible.

I) Accommodations are made on an individual basis.

J) Accommodations are made on an individual basis.

K) Accommodations are made on an individual basis.

28) Faculty members will be informed in writing of policies A-H when they are hired and then annually during the curriculum review process.

29) Information in A-E will be printed in the student manuals that are distributed to all students in the program.

UNIVERSITY OF FLORIDA

College of Journalism and Communications
Office of the Dean

2096 Weimer Hall
Gainesville FL 32611-2084
(904) 392-0466
Fax (904) 392-3919

Oct. 12, 1992

Mr. Kenneth Osfield
Office for Student Services
P202 Peabody Hall
CAMPUS

Dear Ken:

I hope you will not mind if I give you this hard copy only. My word processing format is Xywrite, and I don't a disc with that will do you any good. If so, let me know.

I hope you will not mind if I respond briefly, by listed number. Our buildings are relatively new and were built for handicapped access in every floor and every classroom and office.

1. Weimer Hall, including Flanagan Telecommunication Wing. Weimer Hall was built in 1980, and the Flanagan Wing in 1990. Every floor and every room is accessible to the handicapped.

2. All computers are located in rooms and on open tables accessible to handicapped.

3. We do not have special phones for the hearing impaired, but would make arrangements to install such instruments if we ever have such students.

4. None. I am not sure what is required in this area.

27. A. All department chairs will be asked to review degree programs to see if there is any discrimination.

B. We are willing to give alternate testing processes when requested and when deemed necessary.

C. There are no off-campus activities required.

D. There are no off-campus programs required.

Equal Opportunity/Affirmative Action Institution

E. The Journalism Library is available to the handicapped. I assume collections in the main library are, also.

F. All faculty offices are available to the handicapped, and faculty maintain lengthy office hours.

G. There are no policies related to research that affect the handicapped.

H. There are no inaccessible facilities in this building, and all our classes are in this building.

I. There are no such devices necessary that we know of.

J. Whenever this problem has occurred, we have made special accommodation for such students.

K. Not applicable.

28. A. Section 28 will be distributed to all faculty.

B. Ditto

C. Ditto

D. Ditto

E. Ditto.

F. Ditto

G. Ditto

H. I honestly do not agree that this is discriminatory. Students with dyslexia should not be majoring in journalism. Blind students should not major in photography. Students with speech impediments cannot be on-air broadcasters. It is part of our professional mandate to direct students into careers in which they can get jobs and be productive workers.

29. A. Section 29 will be distributed to all faculty.

B. Ditto

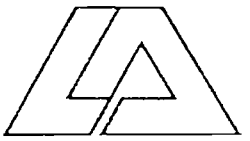
C. Ditto

D. Ditto

E. Ditto

All the best,

Ralph L. Lowenstein
Dean



Center for LATIN AMERICAN Studies
University of Florida

November 19, 1992

MEMORANDUM

TO: Kenneth Osfield
Assistant Dean for Student Services

FROM: Terry L. McCoy TLM
Director

SUBJECT: Americans with Disabilities Act
Self-Evaluation Report

Attached is the response of the Center for Latin American Studies to the September 30, 1992 memorandum from Provost Sorenson. The disk on which the response is stored is also enclosed as requested.

If you require more information, please let me know.

/jb

encl: response
disk

319 Grinter Hall
Gainesville Florida 32611-2037 USA
Phone (904) 392 0375 FAX (904) 392-7682

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

RESPONSE TO OCTOBER 1 1992 MEMORANDUM
AMERICANS WITH DISABILITIES ACT SELF-EVALUATION

QUESTION 1

List facilities that your office uses for programs, activities and services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use or such facilities will not result in the inaccessibility of any programs or activities of the institution.

RESPONSE

The Center holds classes and public events either in the Reading Room, 323 Grinter Hall, or the conference room, 376 Grinter. Both of these rooms are readily accessible by persons with disabilities.

QUESTION 2

If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical or visual disibilities

RESPONSE

The use of Center computer facilities is not required for any of our programs.

QUESTION 3

If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

RESPONSE

Persons who need to communicate with the Center by phone may be able to reach the department by using the appropriate University toll free line and having their communication relayed to the office.

QUESTION 4

What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

RESPONSE

The Center will add the following line to its printed material not available through the University libraries:

"any person desirous of having this material adapted for visual disabilities should contact the director's office for information in this regard."

The Center will work through the University Student Services office to accomplish whatever is necessary to assist such persons

QUESTION 27

Discuss the procedures and schedule for a department by department review of all academic programs and activities of the institution to determine or identify factors including the following

(A) Whether or not there are any degree requirements or course requirements (including prerequisites) that discriminate on the basis of disability or have the effect of so discriminating,

RESPONSE

There should be none; should questions arise, these would be handled on a case by case basis to ensure non-discrimination.

QUESTION 27(B)

The extent to which alternate testing processes are necessary to eliminate discrimination in testing and evaluation of student ability and achievement;

RESPONSE

The Center would work closely with the Office of Student Services to meet the needs of any students for whom alternate testing was necessary

QUESTION 27(C)

Those off campus activities or excursions related to a course or degree requirement that would require accommodation for students with mobility impairments;

RESPONSE

This is not applicable

QUESTION 27(D)

Those off campus programs (e.g., student teaching, internships) that are related to a course or degree requirement and must include opportunities that are, as whole, equal to those of mindisabled students;

RESPONSE

This is not applicable.

QUESTION 27(E) policies or practices related to library or reading room use, reading collections of a department and reserved reading materials

BEST COPY AVAILABLE

RESPONSE

The Center would work through The Office of Student services and the University library to ensure that involved student needs were adequately met.

QUESTION 27(F)

Practices related to professors office hours and any arrangements that may be required to offer students with mobility impairments equal access during office hours.

RESPONSE

Faculty will be made aware through regular communications that arrangements need to be made to accommodate such students in accordance with the law and efforts will be made to work with students as the need arises.

QUESTION 27(G)

Policies and practices related to student participation in research

RESPONSE

These would be resolved on an individual basis

QUESTION 27(H)

Inaccessible facilities that must be used by students

RESPONSE

There are none in the Center.

QUESTION 27(I)

Any special equipment or devices that my require adaptation for use by students with certain disabilities.

RESPONSE

Not applicable in the Center.

QUESTION 27(J)

Any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students.

RESPONSE

BEST COPY AVAILABLE

Faculty will be reminded in writing on a regular basis of the need to adapt teaching techniques to meet the requirements of such students

QUESTION 27(K)

All policies, procedures and practices of the department, as reflected in written documents related to degree requirements course requirements, the process of assigning students to courses, course descriptions, curriculum guides that outline the content and instructional methodologies of courses, and other similar materials

RESPONSE

All documents related to the above will have information to the effect that every effort will be made in conjunction with the Office of Student Services to ensure that the needs of students with disabilities will be considered on a case by case basis to accommodate them in the most effective manner

QUESTION 28

In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504 and ADA, including the following:

(A) That no student.
(B) That modifications in.....
(C) That prohibitive rules. ...
(D) That auxiliary aids....
(E) That alternate testing ..
(F) That classes may....
(G) That special equipment or devices
(H) That it is discriminatory to counsel....

RESPONSE

A letter addressing all of the above items will be attached to faculty assignment documents at the beginning of each semester

QUESTION 29

Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are informed periodically of requirements contained in section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities including:

(A) that no one may be excluded
(B) that classes will be
(C) that academic degree...

(D) that alternate methods of testing
(E) That auxiliary aids

RESPONSE

All five of the above statements will be added on to course and syllabi information provided to students

12/23/92

Self-Evaluation Report of the College of Law

1. List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

Bruton-Geer Hall and Holland Hall

Generally the College of Law programs, activities and services take place in Holland Hall, a three-story building and Bruton-Geer Hall, a two-story building. Bruton-Geer Hall has one elevator that is available at all times. Holland Hall has two elevators. During regular business hours, 8:00 a.m.-5:00 p.m., all classrooms and offices in Holland Hall are accessible by means of an elevator located in the Student Services office. After 5:00 p.m. and before 8:00 A.M., an elevator in the Holland Hall library is available for those who wish to reach the second and third floors of the library. All elevators have low number panelling that is raised and also has braille notation. In addition, the doors to the Student Services office, the main doors of the library, and the main entrance to Bruton-Geer Hall have electronic openers to enable a person with a mobility impairment to open the door fairly easily. At the north side of Holland Hall, a marker points to the nearest accessible entrances to the College of Law on the west and east sides of the facility. The south side also has an accessible entrance to the law school facilities. There are curb cuts on the north, west, and east sides of the law school complex. Five handicapped parking spaces are available for students, faculty and visitors.

Instructional activities are scheduled through the Dean's office. All classrooms are accessible during regular business hours. Before a course schedule is published for student use, Student Services staff and students with disabilities review the classroom assignments to ensure that a student with a motor impairment will not need to have access to a classroom after regular business hours.

Students and faculty members who wish to reserve a classroom for meetings must contact the receptionist in the Student Services office to reserve a classroom. When the Student Services receptionist receives a request to reserve a room wh the office is closed and the elevator is turned off, she allows only first-floor rooms to be used for meetings, because after 5:00 p.m., those rooms are the only rooms accessible in the College of Law.

Most of the large classrooms have permanent seating. In those rooms where the seating is permanent, we have reserved an area for

people who use wheelchairs. That area is clearly marked with a permanent notice designating that area for use for seating for the handicapped. Students are encouraged not to pull chairs up to that area. Professors who teach in rooms with permanent seating receive written notice at the beginning of the term asking the professor to announce that the area reserved for seating for those who use wheelchairs is not available for other students to use. In addition, the College of Law administration has prepared for the teaching faculty seating charts of all classrooms that indicate the areas reserved for handicapped seating.

At the beginning of every term, the Assistant Dean for Student Services requests those students who have registered with the Program for Students with Disabilities to send their schedule to the Student Services office. If a student is enrolled in a class that requires use of an elevator to make the classroom accessible and the class is scheduled to end at 5:00 p.m. or later than 5:00 p.m., we arrange to have a key checked out to the student so that the student may use an elevator that is running at that time.

CLINICAL COURSE FACILITIES

Some classes are clinical courses. Most of the work for the class either occurs at the College of Law in Bruton-Geer Hall or at state offices in downtown Gainesville. The clinical offices in Bruton-Geer Hall, the Legal Services office, the State Attorney's office, the State Public Defender's office, the Federal Prosecutor's office and the Federal Public Defender's office are accessible.

COMMENCEMENT

Commencement exercises are held in the O'Connell Center or in the University Auditorium. The O'Connell Center usually has an electric lift next to the stage for use of students with mobility impairments. When the commencement exercises are held in the University Auditorium, the College of Law makes special arrangements with the Office of Programs and Services for Students with Disabilities for a lift to move students to the stage.

2. If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities.

At the College of Law, personal computers and computer terminals are available for students, faculty and staff to use. The Media Services Center houses the personal computers available to students. The Media Services Center has designated at least one terminal and at least one personal computer for use by students with mobility impairments. When we receive a request for accommodation for a student with a vision impairment, we refer the student to the University of Florida Office of Programs and Services for Students with Disabilities.

Please list computer and computer software used.

IBM, WordPerfect
Apple, Microsoft Word

3. If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

Our telephones are connected to the Florida Relay Service which facilitates telephone communication between the College of Law services and hearing impaired or speech impaired individuals. We are distributing brochures about the service to the Student Services office, the Dean's Suite, program offices, the library circulation desk and the secretarial pool for the faculty. In addition, the College of Law is purchasing a TDD and is dedicating a line in Student Services for TDD.

4. What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities.

The Office of Alumni Publications prepares official publications of the College of Law. That office works with the Associate Dean for Student Services and the Assistant of Student Services in preparing the content of the publications. The Associate Dean for Student Services and the Assistant Dean of Student Services are ADA coordintors. They will review all official publications that are due to be revised by July 1993. Each publication will contain a statement that indicates that the publication is available in an alternative format. The alternative format will be available in the Student Services office of the College of Law.

Question 27: Discuss the procedures and schedule for a department-by-department review of all academic programs and activities of the institution to determine or identify factors including the following:

(A) Whether or not there are any degree requirements or course requirements (including prerequisites) that discriminate on the basis of disability or have the effect of so discriminating:

In 1990, College of Law Dean Jeffrey Lewis appointed the Ad Hoc Committee on Handicapped Accessibility and Awareness. The committee met during the 1990-1991 academic year and submitted a report to the Dean in November 1991. The scope of the committee's inquiry included a review of faculty policies and administrative procedures to determine what, if any, policies and what, if any, administrative procedures discriminate against students with disabilities. The committee excluded from its inquiry questions concerning admissions requirements and admissions criteria. See Appendix A.(In the summer of 1992, the College of Law adopted a procedure for applicants to use if any applicant believed that the denial of admission to the College of Law was discriminatory on the basis of the applicant's disability. The admissions procedure now includes a committee to consider appeals from applicants who believe that the denial of admission to the College of Law was based on discrimination on the basis of the applicant's disability. See Appendix B.)

The College of Law administration recognizes that the Ad Hoc Committee's findings are not final nor are those findings conclusive. The Ad Hoc Committee, however, identified that the 12-credit minimum enrollment requirement does discriminate against some students with disabilities. The Ad Hoc Committee charged the Assistant Dean for Student Affairs with deciding on a case-by-case basis whether, in fact, the minimum enrollment requirement discriminates. The Ad Hoc Committee determined that the Assistant Dean for Student Affairs should work closely with the Director of the Office of Programs and Services for Students with Disability to identify and to remove requirements that discriminate against students with disabilities.

Finally, the Ad Hoc Committee recommended to the Dean that a standing committee of the College of Law be responsible for reviewing administrative decisions concerning students with disabilities with regard to course loads, course requirements, and other aspects of the educational program at the College of Law. The College of Law faculty adopted the Ad Hoc Committee's recommendation that the Academic Standards Committee function as an appellate body for students with disabilities who believe that the College of Law administration has discriminated against them. See Appendix A.

(B) the extent to which alternate testing processes are necessary to eliminate discrimination in testing and evaluation of student ability and achievement:

To the extent that testing procedures are discriminatory, the College of Law has designated the Assistant Dean for Student Affairs as the officer responsible for providing alternate testing or other accommodations for students with disabilities to the extent that their participation is not discriminatory on the basis of a disability. The Assistant Dean for Student Affairs works closely with the Director of Programs and Services for Students with Disabilities to identify and eliminate discriminatory practices beyond those already identified and eliminated. See Appendix A.

(C) those off-campus activities or excursions related to a course or a degree requirement that would require accommodation for students with mobility impairments:

Some of our skills courses require students to work off-campus to fulfill course requirements. Within the last two years, students with mobility impairments have participated in these courses. The off-campus offices where students perform course requirements are state or federal offices and buildings. When students with mobility impairments enrolled in these courses, the faculty member and the Assistant Dean for Student Affairs evaluated the off-campus facilities. These facilities are accessible for students with mobility impairments either through the use of a ramp or elevator. If, however, in the future, a student with a mobility impairment enrolls in a class requiring off-campus participation and that facility is not accessible, the faculty member and the Assistant Dean for Student Affairs will work together to eradicate barriers to the full participation of a student with a mobility impairment.

(D) those off-campus programs (.e.g., student teaching, internships) that are related to a course or degree requirement and must include opportunities that are, as a whole, equal to those of nondisabled students:

Equal opportunity for students with disabilities can be divided into at least two areas: equal access to the opportunities and equal participation in the educational program. The Ad Hoc Committee on Handicapped Accessibility reviewed both the equal access and the equal participation dimensions of equal opportunity.

EQUAL ACCESS
Some of our skills courses include the opportunity for students to have internships at a federal or state agency. The skills course are electives. In fulfilling the requirements for these courses, students may go to the local jail, the courthouse, the State Attorney's office and the Public Defender's office, as well as the Legal Services office. Participation in these courses is highly competitive, because these courses are often prerequisites for employment at state agencies. Every student who has met the prerequisite is eligible to participate in the clinical programs. Eligibility is based on registration priority based on the number of credits a student has completed. Since the selection process is based on registration priority determined by number of credits completed, access to the clinical opportunities does not discriminate against students with disabilities.

EQUAL PARTICIPATION
Once a student has registered for a course requiring some off-campus performance of class requirements, if accommodations are necessary for the full participation of a student with a disability, the faculty member, the student, the Assistant Dean for Student Affairs, and the Director of Programs and Services for Students with Disabilities can work out the specific accommodations necessary for full participation of a student with a disability.

(E): Policies or practices related to library or reading room use, special reading collections of a department and reserved reading materials:

The College of Law Legal Information Center policies were reviewed in 1991. These policies promote equal access to materials in the library and on reserve. See Appendix C.

(F) practices related to professor's office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours;

Offices of the College of Law professors are, for the most part, located on the third floor of Holland Hall. These offices are accessible by means of elevators. One elevator operates only during regular business hours. Another elevator operates during the hours that the library is open. If a student has a meeting with a professor that ends after business hours, the professor can use a master key to enable the student to use the elevator that is open during the hours that the library is open. Professors are encouraged to hold office hours during regular business hours so that students will be able to have access to the professor's office.

(G) policies and practices related to student participation in research

Most research that students are required to complete involve law texts or case reporters available at the College of Law library. The library staff has research assistants available to pull resources for students. In addition, a student with a disability may have material copied to be given to a reader or for the student to use at home. If the need for copying is an accommodation based on a student's disability, the College of Law or the Office of Programs and Services for Students with Disabilities pays for the cost of copying. The law review office, which is on the ground floor has also made available the use of its copier for students with disabilities. See Appendix C.

Some research that students must complete is computer research. The library has terminals dedicated to the use of students with disabilities as well as trained staff who can help a student use the computer research tools. If a student with a disability requires the assistance of a professional in using a computer research tool, the student must make arrangements ahead of time for the professional to be available. See Appendix C.

(H) inaccessible facilities that must be used by students;

All of the College of Law's teaching facilities, rest rooms, administrative offices, student organization offices and cafeteria are accessible during regular business hours. Some classrooms are inaccessible after normal business hours and on the weekend. Those facilities are not available during those times for use by students, faculty, administrators, or any organization connected with the university or the College of Law that is holding an event that is open to the public. The College of Law is able to deny use of facilities that are inaccessible during certain times because students, professors, administrators and representatives of organizations must reserve use of a room through the Student Services office and receive written permission enabling the user to have the facility opened for the function or event scheduled. The Student Services staff knows that the College of Law policy is that no one may reserve a facility that is inaccessible for a meeting that is open to the public or which a person with a mobility impairment may attend. If the meeting is for an identified group which does not include and will not include a person with a mobility impairment and a dean has approved such use of the room, the group may reserve a room that is inaccessible to a person with a mobility impairment.

Generally, however, the College of Law requires that meetings be held in classrooms or offices that are accessible.

(I) any special equipment or devices that may require adaptation for use by students with certain disabilities:

The College of Law library has two computer labs available for student use. In each computer lab, at least one terminal is dedicated for the use of a student with a mobility impairment. Also, professional staff members are available during hours that the library is open to read text or otherwise assist a person with a disability in using the computer research tools.

(J) any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students;

Most teaching in the law school curriculum occurs in the oral exchanges between students and faculty members in the classroom. Through the office of Programs and Services for Students with Disabilities, College of Law students with hearing impairments may request the presence of a signer. When professors use overhead projectors in a class that includes a student with a sight impairment, the professor can enlarge the text. Similarly, a student with a sight impairment or a student with a hearing impairment may request seating at the front of the classroom to be closer to the professor.

An inventory of appropriate adaptations is available in the Faculty Guide to Teaching Students with Disabilities. The College of Law administration will make this guide available to all members of the law school faculty.

(K) all policies, procedures and practices of the department, as reflected in written documents related to degree requirements, course requirements, the process of assigning students to course, course descriptions, curriculum guides that outline the content and instructional methodologies of course, and other similar materials.

College of Law requirements for graduation and course descriptions are published in the College of Law catalog, which is currently being revised. The 1993-94 College of Law catalog will include language indicating the availability of an alternative format for those who are sight impaired through the College of Law Student Services office. Also, the catalog, as the official description of the programs and services of the College of Law will include a telephone number through the Florida Relay Service that is available for students or applicants with who need to use that service. The 1993-94 catalog will be available in July 1993.

The College of Law Faculty Policy Manual and College of Law Faculty Meeting minutes are placed on reserve at the College of Law Legal Information Center. With these minutes and the policy manual will be placed a statement indicating that this material will be available in an alternative format upon request. The description of courses that have recently been added to the curriculum are available in a typewritten format in a notebook in the Student Services office. We will append to the notebook a statement indicating that the course descriptions are available in an alternative format. All of these statements will appear no later than January 26, 1993.

28. In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504 and ADA, including the following:

(A) that no student may be excluded from any course or any course of study solely on the basis of disability;

The College of Law Catalog includes a statement of the College of Law's commitment to non-discrimination. The College of Law catalog is revised every two years. Each faculty member receives a copy of the catalog.

The Faculty Policy manual, which is revised yearly, includes the report of the Ad Hoc Committee on Handicapped Accessibility and Awareness. The report outlines the particular methods of notifying faculty members and administrators of the equal access policy. All faculty members and administrators receive copies of the Faculty Policy manual.

(B) that modification of degree or course requirements may be necessary to meet requirements of students with disabilities;

Each faculty member has a copy of the Ad Hoc Committee Report in the Faculty Policy Manual. That report explicitly acknowledges that the College of Law may need to modify degree or course requirements to meet the requirements of some students with disabilities. In addition, individual faculty members may be involved in the modification of degree or course requirements for some students with disabilities. Upon notification from the Office of Programs and Services for Students with Disabilities of the accommodations necessary for each student with disability, the Assistant Dean for Student Services notifies all professors in whose course a student with disability is enrolled. In the notification, the Assistant Dean details the accommodations necessary for each student in course requirements. For example, for a student with a vision impairment, the Professor may need to enlarge the course syllabus, other hand outs and the exam questions at the end of the course. The professor may also need to allow the student extra time to complete answers to the exam questions. When the Assistant Dean notifies the affected faculty members, the Assistant Dean includes a copy of the Faculty Guide for Teaching Students with Disabilities. Also, see Appendix D.

(C) that prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some students with disabilities;

When a student with a disability needs to have general prohibitive policy waived for the student to fully participate in the educational program, the professors who must waive the policy receive notification of the necessary exception. For example, if a student must tape a class because of a disability, the affected professor is notified that allowing the student to tape the class is the only feasible accommodation for that student. For most of our students with disabilities, however, taping a class is only one of several appropriate accommodations.

(D) that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;

The Faculty Guide to teaching students with disabilities reviews the use of auxiliary aids to allow the full participation of students with disabilities. The Faculty Guide will be available for all faculty members. The Ad Hoc Committee Report, available in the Faculty Policy manual, also includes a discussion of auxiliary aids. Finally, when professors teach courses in which a student with disability is enrolled and auxiliary aids, such as use of a tape recorder, are necessary for full participation of student with disability, the Assistant Dean for Student Affairs notifies in writing the professors of the use of appropriate auxiliary aids.

(E) that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);

The Faculty Guide to teaching students with disabilities discusses alternate testing and evaluation methods to measure accurately the achievement of students with impaired sensory, manual or speaking skills. The Faculty Guide will be available for all faculty members. The Ad Hoc Committee Report, available in the Faculty Policy manual, also includes a discussion of alternate testing and evaluation methods. Finally, when professors teach courses in which a student with disability is enrolled and who requires alternate testing and evaluation to measure accurately the student's achievement, the Assistant Dean for Student Affairs notifies in writing the professors of the need for alternate testing and evaluation.

If alternate testing and evaluation methods are necessary for evaluation of student with disability, the Assistant Dean for Student Affairs notifies each professor in whose class a student with a disability requiring alternate testing and evaluation is enrolled. The notification includes the required alternate testing and evaluation methods necessary for fair evaluation of the student with a disability.

(F) that classes may have to be rescheduled to permit access for students with mobility impairments;

Both the Faculty Guide to teaching students with disabilities and the Ad Hoc Committee report include discussion of rescheduling classes or other activities so that students with mobility impairments may have equal access to the educational programs. Both documents are available for faculty use. In addition, prior to pre-registration of law students, the College of Law administration makes available a draft schedule of courses for the students with mobility impairments. If a student with a mobility impairment is likely to enroll in a course which would require moving the class to permit access or to reschedule such a class, the administration moves the class prior to publishing the final schedule available to all students and faculty.

(G) that special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon sight, hearing, or mobility of students) may require adaptation in individual cases;

The Faculty Policy Manual, a copy of which all faculty members receive, includes the Ad Hoc Committee report. That report explicitly addresses the issue of adapting teaching materials so that all students may fully participate in a class. In addition, the Faculty Guide will be made available to all professors. The Faculty Guide discusses adaptations of teaching techniques and tools. Finally, each professor in whose class a student with a disability which will require adaptation of equipment or devices, is registered is notified what adaptations are appropriate. In addition, the professor is encouraged to read the sections of the Faculty Guide that discuss appropriate adaptations.

(H) that it is discriminatory to counsel students with disabilities toward more restrictive careers than nondisabled students, unless such counsel is based on strict licensing or certification requirements in a profession;

The College of Law Career Services office is the office with primary contact with students who are making career decisions. The Director of the Career Services office often counsels students about career choices. The Director works closely with the Assistant Dean for Student Affairs to ensure that students with disabilities are given the full range of options for using a law degree. In addition, on-campus employers who come to the campus to interview law students for jobs are required to read a brochure outlining the goals of the Career Services office and the non-discrimination policy of the College of Law. Each year employers also sign a statement indicating knowledge of the non-discrimination policy and willingness to comply with that policy.

29. Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are in formed periodically of requirements contained in section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities, including:

(A) that no one may be excluded from any course, or course of study, on account of disability;

Prior to matriculation at the College of Law, each candidate who has accepted offer of admittance receives a letter from the Office of Programs and Services for Students with Disabilities and a letter from College of Law Assistant Dean for Student Affairs. The letter from the Office of Programs and Services for Students with Disabilities encourages all candidates with disabilities to identify themselves as persons with disabilities so that they may be able to use the services of that office. Similarly, the letter from the Assistant Dean for Student Affairs list accommodations which may be necessary. Both letters make clear the policy of equal access to educational opportunity. See Appendix D.

Each student, upon matriculation at the College of Law, receives a copy of the College of Law catalog. The catalog contains faculty policy and articulates the College of Law's commitment to equal educational opportunity in a non-discrimination statement.

Finally, access to almost all of the College of Law courses is determined by registration priority. Registration priority is determined by the number of credits a student has completed. Those students who have completed the highest number of credits have the highest registration priority. Therefore access to courses is based on a factor not related to whether a student has a disability. Students with disabilities requiring accommodation register for classes before pre-registration for the general student body.

(B) that classes will be rescheduled for student with mobility impairments if they are scheduled for inaccessible classrooms;

The College of Law administration tries to anticipate in which classes students with mobility impairments will enroll. After the schedule for the next term is in a final draft form, students with disabilities are invited to examine the schedule to identify which classes students with mobility impairments are likely to register for. If necessary, the administration can at that time reschedule classes. The College of Law administration tries to work with students with mobility impairments to avoid having to reschedule a class once the schedule is published.

(C) that academic degree or course requirements may be modified in certain instances to ensure full participation by students with disabilities;

Each student is issued a new catalog at the beginning of the academic year. The catalog includes a clear statement of non-discrimination policy. In addition, any student who has a disability that requires accommodation meets individually with the College of Law Assistant Dean to discuss academic progress, course loads, and course requirements. During those meetings the student and the Assistant Dean discuss appropriate accommodations. If necessary, the Assistant Dean will propose a policy that the Teaching and Research Committee will discuss and adopt.

(D) that alternate methods of testing and evaluation are available in all courses offered by the institution for students with requirements for such methods;

Prior to matriculation at the College of Law, each candidate who has accepted offer of admittance receives a letter from the Office of Programs and Services for Students with Disabilities and a letter from College of Law Assistant Dean for Student Affairs. The letter from the Office of Programs and Services for Students with Disabilities encourages all candidates with disabilities to identify themselves as persons with disabilities so that they may be able to use the services of that office. Similarly, the letter from the Assistant Dean for Student Affairs list accommodations which may be necessary, including alternate methods of testing and evaluation. Both letters make clear the policy of equal access to educational opportunity. See Appendix D.

(E) that auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills;

Prior to matriculation at the College of Law, each candidate who has accepted offer of admittance receives a letter from the Office of Programs and Services for Students with Disabilities and a letter from College of Law Assistant Dean for Student Affairs. The letter from the Office of Programs and Services for Students with Disabilities encourages all candidates with disabilities to identify themselves as persons with disabilities so that they may be able to use the services of that office. Similarly, the letter from the Assistant Dean for Student Affairs list accommodations which may be necessary, including auxiliary aids. Both letters make clear the policy of equal access to educational opportunity. See Appendix D.

In addition, any student with a disability who registers with the Office of Programs and Services for Students with Disabilities receives a copy of the Guide for Students with Disabilities. That publication lists all auxiliary aids and services that are available through that office.

APPENDIX A

M E M O R A N D U M

TO: Dean Jeffrey Lewis

FROM: The Ad Hoc Committee on Handicapped Accessibility and Awareness

DATE: November 26, 1991

RE: Final Report

This Ad Hoc Committee was charged with inquiring into all matters concerning handicapped student accessibility and awareness at this Law Center. It has done so confining its inquiry to enrolled students. The Ad Hoc Committee did not investigate issues regarding admissions, placement, or disabled/handicapped faculty. The Committee provides this narrative report summarizing the applicable law; the current issues in legal education for disabled students with descriptions of what we are doing in these areas; and the problems with physical barriers in our facilities.

Our investigation revealed that we are informally complying with most of the procedures recommended in the Report of the Special AALS Committee on Disability Issues of November 1, 1990 [hereinafter "Report"]. Our review also suggested that this Faculty should adopt as written policy two of these recommendations. Specifically, the Ad Hoc Committee recommends that we adopt the Model Policies suggested by the Special AALS Committee regarding: (1) publicizing our reasonable accommodation policy in general terms, as set forth on pages 6-7; and (2) establishing a grievance procedure, as set forth on pages 9-10. Many physical barriers remain. Section C describes them and lists some of the problems these barriers present.

A. Applicable Law

Our legal obligations to handicapped students now extend far beyond simply assuring that they can physically enter and move about buildings, rooms, and hallways. Law school students, faculty, and staff are protected from discrimination on the basis of physical or educational handicap or disability. Section 504 of the Federal Rehabilitation Act of 1973 covers individuals with handicaps and disabilities and applies to all units within a university if any part of that university receives federal financial assistance. This Act prohibits excluding handicapped or disabled students from participating in, denying them the benefits of, or subjecting them to discrimination regarding "any program or activity." 29 U.S.C. § 794.

The reach of the term "program" was explained in amendments, enacted as part of the Civil Rights Restoration Act of 1987, which extended Section 504 to include: "all the operations of . . . a college, university, or other postsecondary institution." 29 U.S.C. § 794(b)(2)(A). The legislative history of these amendments suggests that operations include, but are not limited to all aspects of our academic programs, our extra-curricular activities, and: "traditional educational operations, . . . campus restaurants, [and] the bookstore." S. Rep. No. 64, 100th Cong., 2d Sess. 17, reprinted in 1988 U.S. Code & Admin. News 3, 19. The Americans with Disabilities Act (ADA), enacted in July 1990, did not affect any major change for law students, staff, and faculty because most law schools were already covered by the Rehabilitation Act.

Courts have broadly interpreted the definition of who is handicapped under the Rehabilitation Act to include individuals with physical handicaps, learning disabilities, AIDS, and addictions to alcohol and drugs. Report at 10. Federal and state courts have held the following conditions not to be protected handicaps under the Rehabilitation Act: left handedness, fear of heights, varicose veins, occasional episodes of stress/depression/mental exhaustion, post traumatic stress disorder, chronic lateness, and crossed eyes. Id.

B. Current Issues and Our Responses

The Special AALS Committee on Disability Issues identified and discussed several important areas of issues affecting handicapped students enrolled in law school. These included: (1) identifying eligible students and notifying them of their rights; (2) coordinating services for handicapped/disabled students; (3) modifying academic programs in ways that are necessary such as by providing extra time, lighter course loads, and the like; (4) providing auxiliary services such as readers, interpreters, and special equipment; (5) developing procedures for handling grievances related to handicap/disability problems; and (6) providing, to the maximum extent economically possible, barrier-free physical design in new buildings and renovations of existing facilities. Our report will examine our responses to each.

1. Early Identification

Law schools are required to accommodate only disabilities of which they are aware. Salador v. Bell, 622 F. Supp. 438 (N.D. Ill. 1985), aff'd 800 F.2d 97 (7th Cir. 1986) (Rehabilitation Act not violated if school does not know that the individual has a learning disability). The AALS Special Committee recommended that law schools invite and encourage students to identify any accommodations or special needs they have as a result of a

disability early in their legal education. Report at 14. Early identification facilitates development of reasonable accommodations to make our programs more accessible and makes the process easier for both students and faculty. We presently follow this recommendation by sending to all recently admitted students before their first term begins: (1) a letter from Assistant Dean Savage requesting an identification of special needs; and (2) a form from Assistant Dean Kenneth Osfield, Campus Coordinator of Programs and Services for Disabled Students, which requests similar information and describes common conditions which have been recognized as covered under the Act.

A conflict may exist between our obligation to seek early identification of handicapping conditions and questions that the Florida Board of Bar Examiners routinely asks the Dean who must certify each of our students who apply to take the Florida Bar Examination. The Bar's Form 3, as revised 11/90, directs reference to "records in [the Dean's] office" and then inquires into: (1) excessive use of alcohol within the past ten years [D(h)]; (2) use of unlawful drugs within the past ten years [D(i)]; (3) addiction to or dependency on use of prescription drugs within the past ten years [D(j)]; and (4) affliction with or receipt of treatment for mental or nervous disorder [D(k)]. All of the above inquiries touch on situations that have been recognized as eligible handicapping conditions under the Rehabilitation Act.

Assistant Dean Osfield contends that information and documents regarding Rehabilitation Act conditions and accommodations given to and filed with his office are confidential and beyond the reach of the Board of Bar Examiners. No legal authority, however, has been found supporting this contention. The AALS Special Committee recommends "if the . . . disability is one that will need to be reported to the board of bar examiners, the student should be informed of this fact as soon as possible." Report at 17. This may require more specificity during our communications seeking early identification such as a statement warning that disabilities connected to the above inquiries will have to be reported to the Florida Board of Bar Examiners. It would be helpful if Student Services could get specific information from the Florida Bar regarding what consequences, if any, will attach to applicants who assert disabilities related to these inquiries. This information will permit a more accurate assessment of what information regarding these disabilities we should provide as part of our early identification policy.

2. Law School Coordination — designate a law school coordinator

The AALS Special Committee also recommends that a law school designate an administrative staff member or faculty member to coordinate efforts for disabled law students rather than relying

on a campus-wide administrator. Report at 14-15. We have also done that because coordination of services for disabled law students is provided primarily by Assistant Dean Savage through our Office of Student Services. She also works closely with Assistant Dean Osfield, and our ABLE student organization which is very concerned about these issues.

3. Program Accessibility and Reasonable Accommodation

Our legal obligation regarding program accessibility is moderately complex, fact dependent, and not yet closely circumscribed by precedent. While we are not required to make fundamental alterations in our academic and extracurricular programs to accommodate disabled students, we must make reasonable accommodations to permit those who are able to perform the essential aspects of our programs in spite of their handicapping condition. E.g., Southeastern Community College v. Davis, 442 U.S. 397 (1979) (individual must be qualified to perform essential program functions required with reasonable accommodation in spite of handicapping condition); Anderson v. University of Wisconsin, 841 F.2d 737 (7th Cir. 1988) (expelled law student suffering from alcoholism who was given two rehabilitation opportunities and still failed to meet academic standards could be expelled without violating Rehabilitation Act).

What else constitutes reasonable accommodation cannot be outlined with certainty because the legal standard is both fact and context specific. Reported case law does not yet provide much guidance. Report at 10-11. The AALS Special Committee suggests that whether an academic requirement [such as required courses, course loads, attendance, class participation] should be waived as a reasonable accommodation depends upon the extent to which the law school can justify that the requirement is a fundamental aspect of the program. Report at 11. It also concluded that "faculty are probably going to be given substantial deference as to the format of examinations." Id.

The AALS Special Committee advised that

> "[g]iven the regulatory language, the statutes themselves, and the judicial decisions to date, it can be expected that law schools should provide reasonable accommodations such as course load modifications, other exam modifications (such as additional time), some assistance in library and research work, preferential treatment in the registration process, room assignment modifications. . . . These are accommodations that are relatively

inexpensive and easily provided for those individuals whose circumstances justify the accommodation." Report at 11.

Complying with this legal obligation will require Faculty and Staff to cooperate with proposed accommodations regarding both courses and examinations. Typical course accommodations include audiotaping classes (superseding individual faculty policies prohibiting this practice), allowing additional time for completing written assignments; dictating and subsequent transcribing of written assignments; and responding to particular physical issues such as inability to remain seated for long periods, susceptibility to petit mal seizures, and the like. Examination accommodations include providing extra time for taking them and longer periods between them; large-type examinations; transcription of oral answers; use of special rooms; and use of a computer for word processing with appropriate security procedures. The University is preparing a handbook regarding accommodation policies generally that should be completed and distributed soon.

Complying with our legal obligation will also require reasonable efforts to ensure that all of our law school organizations and extracurricular activities are accessible and non-discriminatory with respect to persons with special needs. This extends to their activities and their membership recruitment, policies, and practices. Many of the physical barriers described later, for example, operate to chill participation in these programs by students with special needs.

Currently all issues regarding accessibility to and reasonable accommodations for our academic and other programs are handled by the Office of Student Services, principally by Assistant Dean Savage, on an ad hoc basis. No surveys have been done but the Ad Hoc Committee believes that the number of students with disabilities which qualify for legal protection under the Rehabilitation Act has been increasing. For example, the Office of Student Services dealt with seventeen students during academic year 1990-91 with handicapping conditions that included: (1) wheelchair use by five students [the largest group of wheelchair-based students of any program on campus]; (2) visual impairment; (3) myasthenia gravis [weak muscles]; (4) Epstein-Barr syndrome [chronic fatigue]; (5) lupus; (6) rheumatism; (7) and chronic back problems.

All of these conditions created problems in processing, retrieving, and organizing written materials in our academic programs. All of them affected abilities to participate in and respond to our educational program in the traditional ways that those without disabilities consider normal. None of these conditions, however, impaired the ability of these students to

complete the academic requirements of our programs. All of these conditions thus required reasonable accommodation to make our academic programs more accessible.

Our Student Services Office developed accommodations regarding each of the above-described situations last year that appear to have been adequate to comply with our legal obligation under the Rehabilitation Act. This was done in consultation with students and faculty involved on a case-by-case basis.

The AALS Special Committee recommends that a law school's policy to provide reasonable accommodations should be in writing and made available in some publicized form. Report at 91. We provide a brief description of our policy in a section found on page 57 of our 1990-91 catalog which is entitled "Services for the Handicapped." The Ad Hoc Committee believes that this written statement does not go far enough to demonstrate our commitment to act reasonably and in good faith to honor our legal obligations to make reasonable programmatic accommodations. Accordingly, we recommend that the following Model Policy on Accommodations proposed by the AALS Special Committee be adopted as Faculty Policy:

It is the policy of the Law School to provide reasonable accommodations for disabled students, including learning disabled students and those with health impairments, as well as those with other disabilities. Students whose disabilities may require some type of accommodation, including courseload modification, exam accommodation, and accommodation to facilitate participation in extracurricular programs are encouraged to discuss these with Assistant Dean Nancy Savage, 392-0421, as early as possible. Appropriate modifications and accommodations will be worked out on a case-by-case basis.

Students with certain disabilities, such as learning disabilities and health impairments, will be required to provide appropriate documentation of the disability. When medical/physical disabilities are at issue, a physician's statement will usually be sufficient, so long as that statement describes both the disability and the limitations that the disability poses for the student.

For students with learning disabilities, the following is considered reasonable for required documentation:

(1) It must be prepared by a professional qualified to diagnose a learning disability, including but not limited to a licensed physician, learning disability specialist, or psychologist;

(2) It must include the testing procedures followed, the instruments used to assess the disability, the test results, and an interpretation of the test results;

(3) It must reflect the individual's present achievement level, be as comprehensive as possible, and be dated no more than three years prior to the student's request for services, unless the documentation was completed during the individual's undergraduate education; and adequately measure cognitive abilities (using Wechsler Adult Intelligence Scale Revised or equivalent) and academic achievement skills (using Woodcock Johnson Part II, Wide Range Achievement Test, Nelson Denny or equivalent). The achievement test should sample reading, math and writing;

(4) It must include test results for at least the following characteristics: intelligence, vocabulary, reading rate, reading comprehension, spelling mathematical comprehension, memory, and processing skills. The diagnosis should conform to federal and state guidelines.

Our current practice regarding accommodations appears to fall within the recommendation of the AALS Special Committee that "the law school 'coordinator' should work with the individual student and . . . individual faculty members" in providing "appropriate accommodations." Report at 15. The AALS Special Committee further suggests that "developing individualized accommodation plans (similar to special education individualized education plans) for each student as appropriate" is another option.

The Faculty may wish to develop formal written policy regarding the creation of individual program accessibility plans. Such policy could address issues such as: (1) extent of student and faculty participation in the development of the plan; (2) timing for circulating and modifying the plan; (3) procedures regarding examination accommodations and how they impact on anonymous grading; and (4) appeal procedures. At least one law school, SUNY Buffalo, followed this path after committing extensive faculty time and energy to exploring these issues. Its approach is described in Engel and Konefsky, "Law Students With Disabilities: Removing Barriers in the Law School Community," 38 BUFF. L. REV. 551 (1990). The AALS Special Committee suggested a model accommodation plan adapted from the SUNY-Buffalo procedure, and it is attached as Appendix A.

The Buckley Amendment (the Family Educational Rights and Privacy Act of 1974), protects the privacy of student records and faculty, administration, and staff need to keep confidential information regarding disabled students that relates to

reasonable accommodations to permit program accessibility. The AALS Special Committee recommends that "law schools should have . . . practices, policies, and procedures that ensure confidentiality and privacy" for disabled students. Report at 17. Our existing policy of not releasing information contained in a student's educational records except upon written authorization probably meets this recommendation.

Our Legal Information Center has adopted a policy to facilitate access to its resources by students with handicaps or disabilities. This policy is attached as Appendix B.

4. Auxiliary Aids

The AALS Special Committee believes that law schools have a legal obligation "to take reasonable steps to ensure the availability of auxiliary aids for students with impaired sensory, manual, or speaking skills." Report at 15. We have complied with this obligation because readers and signers have been provided here by our Student Services Office on a case-by-case basis.

Difficult questions remain to be resolved regarding who pays the cost of these services. A survey of 147 of the 175 ABA-accredited law schools undertaken by AALS in 1989-90 revealed that 66% of these institutions paid at least some portion of the cost associated with these services. Report at 5. We have paid some of these costs but our general policy thus far has been to use services and funds provided by Dean Osfield's Office. In United States v.. Board of Trustees, 908 F.2d 740 (11th Cir. 1990), the court invalidated the university's policy of charging for auxiliary services on an ability-to-pay basis. The Court further recognized that while a university could first require the student to request services from a state vocational rehabilitation agency, it would then have to provide the services. The Court also recognized a cost/undue burden defense but held it inapplicable under the circumstances. See also, Barnes v. Converse College, 436 F. Supp. 635 (D.S.C. 1977) (cost is not a defense and colleges are required to provide sign language interpreters for college lectures for hearing impaired students); McGuire v. Switzer, 734 F. Supp. 99 (S.D.N.Y. 1990) (paraplegic former law student stated cause of action against state officials for violating Rehabilitation Act by applying state vocational rehabilitation policy placing ceiling on funding for tuition and maintenance expenses).

This precedent caused the AALS Special Committee to conclude that law schools have:

> "the legal obligation ... to take reasonable steps to ensure the availability of auxiliary aids for students with impaired sensory, . . .

manual, or speaking skills. These auxiliary aids include taped texts, interpreters, readers, and adaptive classroom equipment. To best carry out this obligation visually impaired and some learning disabled students should be provided with a list of textbooks as soon as possible so that, if necessary, these books can be ordered from Recordings for the Blind, recorded or transcribed into braille. Faculty should be made aware of this issue and encouraged to select textbooks as soon as possible." Report at 15.

5. Grievance Procedures

We do not currently have a written policy relating to grievances involving disabled law students. The AALS Special Committee suggests that such a policy is a good idea and that the person or body charged with handling grievances should not be the same person as the coordinator of services. Report at 17. It also suggests that the unique aspects of legal education warrant use of an initial, in-house grievance resolution approach whenever possible under existing university policy. Report at 93.

The Ad Hoc Committee recommends that our Academic Standards Committee assume appellate responsibility to resolve any grievances that may arise during the implementation of our legal obligations to reasonably accommodate students with handicaps and disabilities. The Academic Standards Committee already has been authorized to exercise "appellate jurisdiction over administration rulings on student petitions to waive or except faculty approved policy or requirements." 1990-91 Faculty Policy Manual, Sec. IV, Reorganization of Faculty Committees, 4.3.2, page 8. The Committee believes that potential grievances present an analogous situation. Academic Standards presently has no student members and the Ad Hoc Committee believes that this appellate function should be exercised entirely by Faculty in view of the confidentiality issues that affect student records. The emphasis on the continuity of membership typically followed regarding this Committee will also facilitate the development of expertise in dealing effectively with these situations.

Specifically, the Ad Hoc Committee recommends the following policy:

Requests for accommodations should be directed first to the Law School Coordinator. Disabled students who feel that their requests for accommodations have not been appropriately resolved by the Law School Coordinator should first reduce their requests to a written petition and then they have the right to appeal the

denial of this petition to the Academic Standards Committee. Students taking such an appeal may submit whatever materials in whatever form they believe are relevant to the subject matter of the appeal including appropriate reports or advice of experts in the field of special education. The Academic Standards Committee may also consult as necessary or appropriate with qualified experts in the field of special education before rendering a final decision on the appeal.

C. Status Report Regarding Physical Barriers

Our physical facility was definitely not designed with the needs of disabled/handicapped students in mind. Our buildings, in large ways and in small ways, present a notably inhospitable environment for persons with physical disabilities. The life of any law school is engendered first and foremost in its classrooms. The faculty-student and student-student interaction in these rooms constitutes this institution's most basic and important academic offerings. Yet for students in wheelchairs the design of most of our classrooms offers a discouraging scenario. The floor in Rooms 283, 290, 292, 296, and 297 cannot be accessed by students in wheel chairs. Neither can the stage in Room 190, an area used for moot court competitions and other programmatic purposes. Room 205 is not accessible unless one or two seats are removed, a portion of the rectangular desk is removed, and the door is rehinged.

Correcting these problems will be expensive. The Ad Hoc Committee learned of the following cost estimates for remedial work on these rooms: (1) $7,500 plus installation to put a porch lift in Room 190; (2) $30,000 for a porch lift to traverse the stairs outside Room 283 or $100,000 to redo the room; and (3) $800 to renovate Room 205. Currently the problems with these rooms are handled by careful monitoring of course and room scheduling seeking to ensure that courses selected by wheelchaired students are not presented in these inaccessible rooms.

Most of our other classrooms present learning environments that are considerably less than ideal for disabled students. Wheelchair accessible desks in the alpine rooms, 283 and 297, exist only in the top, back rows. This presents a very inhospitable situation when small enrollment classes are scheduled there because wheelchaired students end up isolated several rows away from the rest of the class. Although one spot in each of the 190 rooms has been designated as handicapped seating, the counters are spaced so closely that access to these spaces is awkward for manual wheelchairs and impossible for power wheelchairs. The estimate for repairing this problem in the 190 rooms is $5,315 for all three rooms.

Students in wheelchairs have virtually no access to the front of any classroom to enable them to ask a question after classes or to hear a professor's clarification of a point made in class when responses to other questions are given. Additionally, in all classrooms wheelchair students must often struggle with loose chairs that block doorways or the designated seating. Although class lectures are the primary focus of any law student's education, these barriers in our classrooms make attendance and participation for disabled students difficult and disheartening.

The school's support facilities confront disabled students with physical barriers as well. There are no accessible restrooms adjacent to second and third floor classrooms or faculty offices, and none in the library on any floor. The student lockers become unavailable to wheelchair users (but not to students who can use the stairs) after five o'clock every day when magnetic locks secure the only doors to the second floor. The library, because it must store books in stacks, provides so many barriers that even basic research can be accomplished only with assistance. The library copy machines are too high to be used from a wheelchair, and the library study tables are too low for many wheelchairs. Finally, in every movement from one place to another wheelchair students face sets of heavy doors with high thresholds which are difficult or impossible to manage. Because of these types of physical barriers, the most commonplace study activities become a daily struggle for the disabled student.

Law school education does not take place only in traditional classes or in the library, but also in the Clinics and extra-curricular programs such as Law Review, Moot Court, and Trial Team. By law and by common sense, these resources of learning and social bonding must be equally accessible to both disabled students and non-disabled students. Yet while none of these programs overtly discriminates against disabled students, often their practices or facilities either chill the desire to join, or prevent disabled members who have joined from participating fully. For instance, the Moot Court competition for membership uses the floor area of the old court room (283) which is not accessible to those in wheelchairs. Also, Moot Court's Final Four Competition takes place on the auditorium stage, which again is not accessible. Trial Team also uses 283, and additionally uses Bailey Courtroom where there is no accessible height podium, and where the height of the bench makes sidebar conferences nearly impossible. Inner-office facilities present more problems: Law Review, Moot Court, Civil Clinic and other organizations have offices which are a necessary and integral part of their operation but which have doorways too narrow and other functional spaces too small to admit a wheelchair. These barriers clearly impair the disabled student's ability to take advantage of these experiences which are essential to becoming an effective and well-rounded attorney.

Much can also be done to increase and continue everyone's awareness of the difficult physical access problems our facilities present to students with disabilities. Keeping chairs away from the handicapped spaces in our classrooms and moving desks and other barriers out of our narrow hallways are tasks that most of us can perform as needed to make our Law Center more hospitable for our disabled students. The Ad Hoc Committee further believes that it would be appropriate for every programmatic unit within the Law Center to assess how it can make its space more barrier free. The Virgil Hawkins Civil Clinic, for example, last summer moved file cabinets and desks from corridors, moved active case files to lower drawers, and arranged for a low mailbox and in/out recording system in anticipation of its first student lawyer in a wheelchair.

In the past two years our ABLE organization and the Office of Student Services have done an impressive job of raising awareness of these problems and galvanizing this University's bureaucracy to start remedying some of our facilities' physical barriers. By getting law school affiliates appointed to the University's Committee on Disabled Persons, we had University funds made available which were used to install automatic door openers on some doors, put elevator call buttons at an accessible height, renovate a restroom, replace two classroom doors, and install some accessible water fountains.

This Committee believes that we should do everything possible to develop alternative sources of funds to remove more of these physical barriers. We believe that the Law School should aggressively pursue external funding opportunities that reflect the presence and needs of law students with legally protected disabilities. Ideas we support include: (1) adding this objective to our alumni solicitation efforts; and (2) exploring whether any foundations have identified this as a project they would be willing to fund.

D. Recommendation Regarding Continuing Jurisdiction

This Report completes the charge given to this Ad Hoc Committee. Our investigation of the applicable law and our current practices persuades us that a standing faculty committee is not needed now. We do, however, recognize that this is an evolving area and that it may be necessary for the Faculty to make policy in the future. Accordingly, we recommend that jurisdiction to make additional policy recommendations and revisions be given to an existing faculty committee. Lacking a Committee directly charged with student affairs, we suggest that our Teaching, Research, and Development Committee be given the jurisdiction to make whatever policy recommendations are necessary to ensure our continued compliance with legal obligations regarding students with special needs.

APPENDIX A

Model Accommodation Plan

(This concept was adapted from Accessibility Plans prepared by Professors David M. Engel and Alfred S. Konefsky at the State University of New York at Buffalo School of Law.). Permission to use is gratefully acknowledged. A full discussion of this issue can be found at Engel & Konefsky, Law Students with Disabilities: Removing Barriers in the Law School Community, 38, BUFF. L. REV. 551 (1990).

(The following should be prepared for each student needing accommodation. A copy should be placed in the student's file -- unless some confidentiality issue would be compromised -- and a copy should be kept in a central file on accommodations for each year. This material will be of value in responding to the annual ABA Questionnaire portions on the number of disabled students. A copy of the plan/or only relevant portions would be provided to individual faculty members, librarians, etc., as appropriate.)

Name:	
Address:	
Phone:	
Student Year:	
First Year Section:	
Disability:	(description of disability and resulting problems that may impact of the student's legal education)
*Classroom Modifications:	(would include name or course & professor & specific modifications such as permission to tape record class, additional time to complete assignments, dictating, transcribing, interpreter service, etc.)
*Examinations Modifications:	(would include dates and times of exams to be given, special arrangements for dictation, location of the exam, time extensions, any additional rest time, etc., attention to anonymity should be addressed.)
*Other Accommodations:	(would include special assistance to be provided for parking, service in the law library, waiver of requirements, reduced course loads, arrangements for special entrance and egress, etc.)

For certain modifications, it should be indicated who is to pay for the accommodation, i.e., the individual, state vocational

rehabilitation services, the central university, a charitable organization, or the law school itself.

(Each law school will need to decide who will coordinate these accommodations and who will make the initial decision as to whether a particular student will receive an accommodation. While a committee structure is used at some law schools, it may want to use a designated committee as part of a grievance process. Where there is a dispute between the designated coordinator and the student about an accommodation, the grievance procedure should make clear how that dispute is to be handled. Where there is a dispute between the law school coordinator and the faculty member, the grievance procedure should make clear how this dispute should be handled).

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SERVICES INCLUDE:

LIBRARY CATALOG ACCESS:

LUIS COMPUTER CATALOG -- Most UF library materials, including items located at the Legal Information Center, are included in the University's online computer catalog, LUIS. The Legal Information Center has LUIS terminals located on the first, second, and third floors and most are wheelchair accessible. Disabled users needing special assistance may also request help from the Reference librarian on duty at the Reference desk located in Room 170, Holland Hall, the Legal Information Center's main reading room.

BORROWING:

DEPUTY BORROWER AUTHORIZATION -- Disabled users may authorize another individual to check out material for them. Authorization should be made through Susy Potter, Head of Circulation, Legal Information Center, Room 161C, Holland Hall.

REFERENCE ASSISTANCE:

The Reference staff of the Legal Information Center is available during posted Reference desk hours to assist with locating and using the Center's resources. Arrangements for in-depth reference consultation and assistance with database searches may made at the Reference desk, Room 170, Holland Hall or by calling 392-0417 and requesting Reference Services.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

REQUESTS FOR LIBRARY BOOK RETRIEVAL:

Retrieval assistance is available at the Legal Information Center by requesting assistance from University Librarian Bob Munro at the main Circulation desk, first floor, Holland Hall. Books will be retrieved immediately if staff is available. Otherwise, retrieval is generally available within two hours of a request. Reduced staff during evenings and weekends requires considerably longer retrieval times. (Please note that Circulation desk attendants who check out books and assist users at the Circulation desk are not authorized to leave the desk to retrieve library books).

Telephone requests for retrieval of a specific book may be made by calling Dr. Munro at 392-0417. Available items will be retrieved and held at the main Circulation desk on the "Hold" shelf for pickup by the user or the user's deputy borrower. Previously mentioned reduced staff time restrictions are also relevant to telephone requests. Requesters are advised to call before coming to the Center to be sure that the book was found and is available for pickup.

Any Reference staff member located at the Reference desk just inside the entry doors to Room 170 will be pleased to assist any reasonable request from a disabled user. Let them know if you need assistance.

BOOK RENEWAL:

Registered disabled users may request renewal of their books borrowed from the Legal Information Center by calling Susy Potter, Head of Circulation, at 392-0417.

COLLEGE OF LAW
UNIVERSITY OF FLORIDA
Gainesville, Florida 32611-2038
(904) 392-9238

Dennis A. Calfee
Associate Dean

MEMORANDUM

July 17, 1992

TO: Jeff Lewis, Michael Patrick and Winton Williams

FROM: Dennis Calfee

RE: Florida Administrative Rule 6C-6.018 - Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and Graduation by Students with Disabilities

I recommend that we add the following to our admissions policy.

The College of Law provides reasonable substitution or modification for any requirement for admission into or graduation from the College of Law for any student who is hearing impaired, visually impaired, or dyslexic, or who has a specific learning disability where documentation can be provided that the student's failure to meet the requirement is related to the disability and does not constitute a fundamental alteration in the nature of our program. Each of the enumerated disabilities is defined in Rule 6A-10.041 of the Florida Administrative Code.

In determining whether to grant a substitution or modification in the requirements for admission to the College of Law, the Admissions Committee will consider pertinent documents including, but not limited to, a physician's statement, vocational rehabilitation records, and school records maintained as a result of the exceptional child provisions of Public Law 94-142.

Any law school applicant with a disability described in Rule 6C-6.018 who is denied admission may, within 30 days of the date of denial, petition the Admissions Committee for reconsideration of their application for admission. If the petition for reconsideration is denied, that student may, within 30 days of the date of the denial of the petition for reconsideration, make a written appeal of the denial of the petition for reconsideration to the Law School Disability Admissions Appeal Committee. Upon receipt of the student's written petition, the Committee will be convened to review the decision of the Admissions Committee. The Law School Disability Admissions Appeal Committee will be composed of the Chairman of the College of Law Admissions Committee, an Associate Dean, and one faculty member selected by the Dean of the College of Law.

I recommend that the first paragraph, less the last sentence, be included in our admissions bulletin at the end of the material under the heading "Admissions Policy."

Equal Employment Opportunity/Affirmative Action Employer

LEGAL INFORMATION CENTER

UNIVERSITY OF FLORIDA
COLLEGE OF LAW

GAINESVILLE, FL 32611-2033
904/392-0417

November 21, 1990

SERVICES AVAILABLE TO DISABLED LEGAL INFORMATION CENTER USERS AT THE UNIVERSITY OF FLORIDA COLLEGE OF LAW

A number of special services are provided by the Legal Information Center to insure access by disabled students and faculty/staff. Disabled users who require assistance may register with University Librarian Bob Munro at Room 161B, Legal Information Center, Holland Hall. Phone 392-0417.

SERVICES INCLUDE:

LIBRARY CATALOG ACCESS:

LUIS COMPUTER CATALOG -- Most UF library materials, including items located at the Legal Information Center, are included in the University's online computer catalog, LUIS. The Legal Information Center has LUIS terminals located on the first, second, and third floors and most are wheelchair accessible. Disabled users needing special assistance may also request help from the Reference librarian on duty at the Reference desk located in Room 170, Holland Hall, the Legal Information Center's main reading room.

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BOOK RENEWAL:

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COLLEGE OF LAW • UNIVERSITY OF FLORIDA • GAINESVILLE 32611-2038
Office of the Dean
904 • 392-0421

November 1992

Dear Law Student:

I'm looking forward to meeting with you and to getting to know you when you come to the College of Law in January. We are committed to equal educational opportunities for all students. One of my responsibilities is making sure that students with disabilities are aware of our services. To that end, I am asking all students with disabilities to indicate on the form below whether you want more information about our services.

If you have any questions, please feel free to call on me.

Sincerely,

Nancy T. Savage
Assistant Dean for Student Affairs

****

NAME_____ TELEPHONE NO._____

ADDRESS_____

CITY_____ STATE_____ ZIP_____

I would like more information about:

____ reduced course load

____ special arrangements for exams

____ access to classrooms

____ other services (please specify: _____)

____ I plan on using handicapped parking.

Please return this form to:

Assistant Dean Nancy Savage
University of Florida
College of Law
[illegible]

BEST COPY AVAILABLE

APPENDIX D

University of Florida OFFICE FOR STUDENT SERVICES Division of Student Affairs

Dear Law Student:

As the Coordinator of Programs and Services for Disabled Students, I request your aid in helping us provide services and assistance to students with disabilities. We are working with Assistant Dean Nancy Savage of the College of Law to inform you of the services our office has to offer. If you have a disability I encourage you to complete this form and provide us with the information requested below and on the reverse side of this letter. The University of Florida is committed to equal access to all students and your voluntary self-identification will assist us in our efforts.

Assistance through the Office for Student Services is provided mainly on an individual basis as needs vary from one person to another. Assistance available includes but is not limited to registration assistance, auxiliary learning aids, loan of equipment, taping of textbooks, accessibility of projects, and serving as a central clearinghouse for resources on campus and within the Gainesville community. In addition, I serve as the compliance officer for Section 504 of the Rehabilitation Act of 1973, as amended.

Your assistance in providing us with the requested information is appreciated. If reporting a specific disability I encourage you to visit our office so that we may have an opportunity to meet one another.

Kenneth Osfield

Kenneth Osfield
Assistant Dean for Student Services/Coordinator
Programs and Services for Disabled Students

As a disabled student are you in need of specific equipment or assistance to aid you in continuing your education at UF? _____ YES _____ No. Please specify:

_____

_____

_____

_____

Name: _____ SS# _____

Home Address: _____

Local Address: _____

Declared Major: _____

Age: _____ Phone: _____ Male: _____ Female: _____

APPENDIX D

Please complete this form and return to: Kenneth Osfield, Coordinator of Programs for Disabled Students, 124 Tigert Hall, University of Florida, Gainesville, Florida 32611

In order to provide services to disabled students, the University is asking for VOLUNTARY self-identification of students with a specific disability/handicap. This information will be kept confidential and will be used for the purpose of aiding you, the student, to achieve your fullest potential while at the University. In addition, the University of Florida is required to submit annually a confidential report to the Board of Regents which includes the number of disabled students by disability category.

Please indicate whether you have any of the following disabilities:

☐ **Visual Impairment:** Disorders in the structure and function of the eye as manifested by at least one of the following: (1) visual acuity of 20/70 or less in the better eye after the best possible correction, (2) a peripheral field so constricted that it affects one's ability to function in an educational setting, (3) a progressive loss of vision which may affect one's ability to function in an educational setting. Examples include but are not limited to the following: cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

☐ **Physical Impairment:** Musculoskeltal and connective tissue disorders, neuromuscular disorders. Physically disabling conditions which may require an adaptation to one's school environment or curriculum. Examples include but are not limited to the following: Cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, Arthritis and rheumatism, intracranial hemorrhage, embolism, and thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect. Including but not limited to muscular dystrophy and congenital muscle disorders.

☐ **Mental, Psychoneurotic, or Personality Disorders:** Any emotional or behavioral neurosis that has or could create an unstable condition in the individual's actions. Includes but not limited to psychotic disorders; psychoneurotic disorders; alcoholism; drug dependence; other character, personality, and behavior disorders.

☐ **Hearing Impairment:** A hearing loss of 30 decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear. Examples include but are not limited to the following: conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, acoustic trauma hearing loss or deafness.

☐ **Specific Learning Disabilities:** A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological process. Such disorders <u>do not</u> include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

☐ **Cardiovascular and Circulatory Conditions:** Includes but not limited to congenital heart disease, rheumatic fever and chronic rheumatic heart disease, arteriosclerotic and degenerative heart disease, other diseases or conditions of the heart, other hypertensive diseases, varicose veins and hemorrhoids, other conditions of the circulatory system.

☐ **Epilepsy**

☐ **Blood Serum Disorders:** Hemophilia, sickle cell anemia, and disorders where the cause is unknown.

☐ **Speech Impairment:** Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include but are not limited to the following: Cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, aphasia.

☐ **Respiratory Disorders:** Tuberculosis of the respiratory system, emphysema, pneumoconiosis and asbestosis, bronchiectasis, chronic bronchitis and sinusitis, other diseases of respiratory system.

☐ **Diabetes**

☐ **Other Impairments:** Please specify any other conditions that require an administrative or academic adjustment such as class schedules, parking, and course adjustments, and do not fit into any of the above categories:

APPENDIX D

UNIVERSITY OF FLORIDA

Department of Botany

220 Bartram Hall
Gainesville FL 32611-2009
Telephone 904 392-1175
Facsimile 904 392-3993

October 19, 1992

M E M O R A N D U M

TO: Kenneth Osfield, Assistant Dean for Students Services, P202 Peabody Hall

FROM: David A. Jones, Chairman

SUBJ: ADA Evaluation

I respond to your request for information under the paragraph headings as set out in your memorandum of 1st October 1992 to the Provost and Deans.

1) Faculty have offices in Bartram, Carr, McCarty A and Rolf's and in the Florida Museum of Natural History. The laboratory courses are held in McCarty Hall A. The elevator in the middle of the building has heavy hand-operated doors that are difficult to shift even by able-bodied people.

Once on the third floor there is no problem of access by people in wheel chairs although there is a single bathroom (male) with narrow access.

We have glasshouse facilities at ground level near Carr Hall and also on the top of Nuclear Sciences. These latter are probably not accessible by wheel chairs.

We also use passenger vans extensively in the laboratory part of many of our courses and the problems to which these give rise will be addressed later.

We have no lecture rooms of our own and our classes are assigned to rooms by the registry. We have no control of the access to these rooms.

2) We do not use computers in undergraduate classes. A few undergraduates are involved with research projects that do require the use of computers located in the laboratories of their supervisors. We use both IBM PS/2's and Mac's.

3) We do not use telephones in our programs.

4) We can use the Xerox machine to enlarge tests and test papers as required.

27 (A)

(i) Some of our courses require students to examine plants and vegetation growing in their natural habitats. Many of these sites are difficult of access and it would not be possible for people in wheel chairs to participate unless other students were prepared to carrying the disabled person. We would address such a situation as the circumstances arise.

ii) Students with hearing difficulties could also be at a disadvantage in the field situation, but we expect these students would be better able than we are to overcome the problem.

iii) Much laboratory work in Botany requires visual examination of material using the naked eye, a hand lens or a microscope. Modern microscopes are designed to have the sharpest focus set at infinity; that is, after placing the object of interest in focus there should be no focusing adjustment needed in our eyes when looking up and out of the window at a distant object. Focusing at infinity is the most relaxed situation for the human eye and this design of the microscope enables someone to use a microscope for hours at a time (computer screens on the other hand are bad).

Binocular microscopes have eyepiece lens systems with independent focussing and wearers of spectacles are encouraged to remove them when using the microscope. Extreme astigmatism, however, cannot be corrected and in this situation special eye piece lenses can be used so that the handicapped person has a wide field of view.

(B) We have been using extended time and large format tests for students with visual and print related disabilities.

(C) Not applicable.

(D) See 27 A above.

(E) See 4 above.

(F) We do not foresee any problem here in Bartram and Carr Halls. See, however, reference to McCarty A in 1 above. Access to Faculty and graduate students in Rolfs Hall and the Florida Museum of Natural History is not easy; the outer doors of the Museum accessing the office and laboratories are locked on the outside for security reasons.

(G) We are not aware of any problems not already detailed above.

(H) See 27 A above.

(I) See 276 A above.

(J) See G above.

(K) Academic prerequisites are the only factors restricting access to our courses and the full Botany major. Students who satisfactorily meet these requirements are welcomed into our courses.

28 (A) While it would not be possible for a blind student to take most of our courses, students do require some manipulative skills. It is very likely, however, that students without these skills or incapable of achieving them would not have passed our academic prerequisites.

(B) This paragraph has implications beyond the confines of the University of Florida and, indeed, of the USA. Science is international and so are its standards; it is very unlikely that a University teacher in science would be prepared to modify a degree or course requirement for a particular group of students if that were to lower the standards expected of the students.

(C) We hope that common sense would prevail.

(D) Again, common sense seems to be the best approach here.

(E) - (H) I foresee no real problems here.

29 (A)- (E) These items appear to be the responsibility of the University and not of individual departments. I suggest a notice should be prepared for posting in suitable localities in the University and the same wording should be included in at least one of the recruiting documents prepared by the University for distribution to all potential undergraduates. I assume that this information will also be included in the undergraduate and graduate catalog and in the printed lists of class schedules.

DAJ:plr53

UNIVERSITY OF FLORIDA
GAINESVILLE, 32611-2046

DEPARTMENT OF CHEMISTRY
FAX 904 392 8758

October 21, 1992

Mr. Kenneth Osfield
Office of Student Services
P202 Peabody Hall
Campus

Dear Mr. Osfield:

This letter is written in response to your memorandum of October 1, 1992, requesting information concerning our facilities and program and any limitations on access by disabled students. The answers given below respond to the questions in your letter having the same numbers.

1. The Department of Chemistry fully occupies the Chemical Research Building (CRB), Chemical Laboratory Building (CLB), and Leigh Hall. It uses portions of the space in Bryant Hall, Williamson Hall and the Nuclear Sciences Building. CLB was recently constructed, CRB was recently renovated and Leigh Hall is currently undergoing a year-long renovation. All of these construction projects have been undertaken in accord with existing law with regard to accessibility. This department has educated students with a variety of disabilities in the past at all degree levels and has demonstrated its adaptability in dealing with unusual situations.

2. This department uses computers extensively in research and to a lesser extent in certain of the undergraduate courses. The hardware includes Sun, IBM, McIntosh and various PC compatibles. Such equipment is accessible to students with physical disabilities and we are currently examining whether special equipment can be acquired to assist visually handicapped individuals.

3. Use of our telephones is not expected of students in connection with courses. Should any of our employees require special devices to deal with telephone hearing problems, we would arrange to have the telephone modified.

4. None. There are no known problems.

27. a. Our course and degree requirements exist to fully educate our students in chemistry, important supporting subjects and other courses necessary for a balanced education. They are also are expected to prepare an individual for professional work in chemistry. It should be apparent that individuals with some kinds of disabilities will encounter difficulties that cannot be overcome regardless of good intentions or the amount of money spent.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

b. When students with certain disabilities discuss their situations with their instructors, arrangements can be made for alternative test circumstances.

c. Not applicable.

d. Not applicable.

e. We have no policies with respect to reading materials which put disabled students at a disadvantage.

f. All offices are accessible to disabled students.

g. There are no formal restrictions on undergraduate research by disabled students. However, the nature of such research might be restricted by the nature of the disability. A blind student could not safely undertake experimental wet chemical research. Such a situation would be dangerous both to that student and to others in the laboratory.

h. It is believed that our facilities are all accessible.

i. Our lower level laboratories have special facilities to enable their use by disabled students.

j. Teaching involves visual and oral presentation. Students may audio-tape lectures if they wish.

k. The policies, procedures and practices are non-discriminatory.

28. a. Such discrimination does not occur.

b. Any modifications to degree requirements or course requirements would have to be considered on a case-by-case basis.

c. Students who wish to use tape recorders are permitted to do so.

d. It is uncertain what this means. However, our faculty has always been accommodating in working with disabled students.

e. Special testing arrangements have been and will continue to be used when necessary.

f. Our classrooms are accessible.

g. While every effort is made to accommodate disabled students, there are visual effects in chemistry lecture demonstrations and chemistry laboratories that cannot be seen by blind students.

h. Students choose their own career directions. The extent to which students receive encouragement to enter chemistry as a profession is generally related to the level of success they have shown in their first few courses.

29. a. This is a university function rather than a department function.

b. Our classrooms are accessible.

c. This is primarily a college function.

d. This is a university function.

e. This is a university function, not a department function.

In summary, the Department of Chemistry has been and will continue to be responsive to the special needs of disabled students.

Sincerely,

John F. Helling

John F. Helling
Associate Chairman
Professor of Chemistry

JFH:tr

Department of Geography
3141 Turlington Hall

University of Florida • Gainesville, Florida 32611 - 2036 • (904) 392-0494

MEMO TO: Mr. Ken Osfield
Office of Student Services

FROM: Edward J. Malecki, Chair
Department of Geography

DATE: November 10, 1992

SUBJECT: ADA

As you requested in your memo of October 1, enclosed are the responses of the Department of Geography to the myriad of questions posed in your memo.

Your meeting with a few of us on November 5 in Turlington Hall helped to clarify these matters significantly.

Let me know if you require additional information.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

The Department of Geography offices, most faculty offices and facilities, and classrooms are located on the third floor of Turlington Hall. Classes are held primarily in Turlington, but also in Little Hall (first floor), McCarty Auditorium, and (rarely) in other campus buildings as assigned by the Office of the Registrar. One faculty member has an office and a lab in Grinter Hall. I believe all of these buildings are accessible.

(2) If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

We have a computer cartography lab with eight DOS (IBM-compatible) and two Macintosh computers. Required assignments in quantitative (statistical) analysis are typically done on these machines, since they contain spreadsheet, graphics, and other software for the assignments. These machines are also available for word processing for assignments in other courses that must be typed; word processing on these machines is not required. A few other DOS machines are available for student use, usually for specific research analyses.

(3) If you use telephones in your program, activities or services, describe the steps you have taken to ensure that persons with hearing impairments will have equal access to your services.

The Florida relay service number will be made available for those hearing-impaired students using TDD.

(4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

This has not become an issue yet. Upon request, we would able to produce virtually all printed material in large-type or large-font format.

(27) Discuss the procedures and schedule for a department-by-department review of all academic programs and activities of the institution to determine or identify factors include the following:

(A) whether or not there are any degree requirements or course requirements (including prerequisites) that discriminate on the basis of disability or have the effect of so discriminating;

In nearly all cases, required geography courses are accessible to disabled students. A potential exception relates to severely visually-impaired students, for whom cartography-

related materials (maps, aerial photographs, satellite remote sensing imagery) typically cannot be obtained in alternate (enlarged) format. One conclusion that can be drawn is that such severely visually-impaired students would be unable to complete the requirements for a major in geography. For others less visually-impaired, magnification devices might be sufficient.

(B) the extent to which alternate testing processes are necessary to eliminate discrimination in testing and evaluation of student ability and achievement;

Given adequate time, print enlargement, or test reading by the Office of Student Services, the testing procedures commonly used in the Department of Geography [essay exams, machine-graded objective tests, and intermittent lab exercises, in addition to term papers] would be able to be available for disabled students.

(C) those off-campus activities or excursions related to a course or a degree requirement that would require accommodation for students with mobility impairments;

Relatively few off-campus activities or excursions are utilized in Geography courses. When they are, they are optional and alternative assignments are routinely made available.

(D) those off-campus programs (e.g., student teaching, internships) that are related to a course or degree requirement and must include opportunities that are, as a whole, equal to those of nondisabled students;

No off-campus programs are required in Geography degree programs, with one exception. The Master of Arts/Master of Science in Teaching degree requires an Internship in College Teaching, typically undertaken in a community college. Arrangements for this requirement are made by the students.

(E) policies or practices related to library or reading room use, special reading collections of a department, and reserved reading materials;

No special library or reading room practices exist, other than those that utilize the University of Florida Libraries.

(F) practices related to professors' office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours;

Professors' office hours are held in Turlington (or Grinter) Hall, and mobility access is not a problem in these buildings.

(G) policies and practices related to student participation in research;

Student research participation is not required of undergraduates; optional projects are undertaken with the support and approval of faculty members. Graduate research, required for Masters and Ph.D. degrees, is undertaken independently, with the advice of a Supervisory Committee. Any additional research participation would be variable, subject to the abilities and research talents of the student.

(H) inaccessible facilities that must be used by students;

There are no inaccessible facilities that must be used by Geography students.

(I) any special equipment or devices that may require adaptation for use by students with certain disabilities;

To my knowledge, none of these exist in the Department of Geography.

(J) any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students; and

Visual presentation, using maps, aerial photographs, or satellite imagery, could be prohibitive for visually-impaired students. Ordinary visual materials, such as overheads, can be copied for student use,

(K) all policies, procedures and practices of the department, as reflected in written documents related to degree requirements, course requirements, the process of assigning students to courses, course descriptions, curriculum guides that outline the content and instructional methodologies of courses, and other similar materials.

(28) In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504 and ADA, including the following:

(A) that no student may be excluded from any course or any course of study solely on the basis of disability;

(B) that modifications in degree or course requirements may be necessary to meet the requirements of some students with disabilities (include examples);

(C) that prohibitive rules, such as those banning tape recorders from the

classroom, must be waived for some students with disabilities;

(D) that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;

(E) that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);

(F) that classes may have to be rescheduled to permit access for students with mobility impairments;

(G) that special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases; and

(H) that it is discriminatory to counsel students with disabilities toward more restrictive careers than nondisabled students, unless such counsel is based on strict licensing or certification requirements in a profession.

Faculty members will be informed at least annually, beginning in November 1992, of the requirements and accommodations listed in A-H above.

(29) Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are informed periodically of requirements contained in section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities, including:

(A) that no one may be excluded from any course, or course of study, on account of disability;

(B) that classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms;

(C) that academic degree or course requirements may be modified in certain instances to ensure full participation by students with disabilities;

(D) that alternate methods of testing and evaluation are available in all courses offered by the institution for students with requirements for such methods; and

(E) that auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills.

When a request arises, students will be informed that the Department of Geography will comply with the requirements contained in section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities. It is understood that such students must be registered through the Office of Student Services to be eligible for such accommodation under ADA.

UNIVERSITY OF FLORIDA

DEPARTMENT OF GERMANIC AND SLAVIC LANGUAGES AND LITERATURES
263 Dauer Hall
Gainesville, Florida 32611-2005
Tel: (904) 392-2101

November 9, 1992

Memo to: Dean Kenneth Osfield
Office of Student Services

From : Alexander Stephan, Chair

Re : **Americans with Disabilities Act Self-Evaluation**

These are my attempts to answer the questions posed in your memorandum of October 1, 1992.

(1) All GSLL offices are located in Dauer Hall which is equipped with two wheelchair accesses. One office, located in Grinter Hall, is also accessible in this way.

(2 + 3) Currently the use of computer equipment and telephones is not required by our programs.

(4) There are no publications available directly through GSLL. Syllabi and handouts can be produced with oversize print format.

(27b) When necessary alternate testing processes i.e. written instead of oral examinations or vice versa can be administered.

(27c) N/A

(27d) N/A

(27e) The department does not have a library or reading room. Access to reserved reading materials would be made available through UF Libraries.

(27f) Special arrangements for office hours can be made when necessary.

(27c) Normally students do not directly participate in departmental research projects; in exceptional cases arrangements can be made.

(27h) The department does not have inaccessible facilities.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

(27i) The department does not have special equipment or devices that require adaptation. The adaptation of language lab equipment and reading materials is handled by the Language Learning Center and UF Libraries.

(27j) Foreign languages can be learned through visual or oral presentation. There requirements can be adjusted to specific needs of a student.

(27k) When necessary departmental policies can be prepared in oversize print or can be orally communicated to students.

(28a, b, c, d, e, g and h) Advisors and faculty members are periodically informed in department meetings and written communication about issues involving Americans with Disabilities.

(28f) Classes for students identified with mobility impairments are, when needed, automatically rescheduled by the Registrar's Office. If necessary this action can also be initiated by the department.

(29 a, b, c, d, e) Students are informed by their advisors and instructors about ADA issues.

AS/sk

UNIVERSITY OF FLORIDA

Department of History
College of Liberal Arts
and Sciences

4131 Turlington Hall
Gainesville, FL 32611-2036
Tel. 904-392-0271
BITNET Address:
UFHIST@NERVM

MEMORANDUM

To: Kenneth Osfield
Assistant Dean for Student Services

From: Stephen Conroy
Acting Associate Chairman, History Department

Date: November 9, 1992

Subject: American with Disabilities Act Self-Evaluation

This is in reply to your memorandum dated Oct. 1, 1992 requesting answers to a questionnaire on our compliance with the Americans with Disabilities Act. The History Department feels it is total compliance with the spirit of the act and also is able, using the assets of the University, to be in total compliance with the letter of the law. Our performance and our commitment can best be judged by our answers to your specific questions:

(1) The History department uses most of its facilities in common with the rest of the University. These are primarily classrooms, faculty and departmental offices. If any of these are not accessible to the disabled, the faults will be remedied by the department when possible and by the university when necessary.

(2) The Department of History has a computer laboratory that may be used by graduate students. It is fully accessible to the mobility disadvantaged. The lab consists of four personal computers, Zenith model 150 (IBM/XT) compatible with hard disks; two of them have math co-processors. The lab also has four 3270 IBM terminals connected to the mainframe. The major software packages are WordPerfect 5.0 and SPSS/PC+ 4.0. If a seeing or hearing disadvantaged student were to wish to use computers the department would make use of university resources through Student Services where computers equipped with useful software may be used.

(3) No phones are used in the teaching of classes by the department, but the department has no special phones for use by the hearing impaired at the present time. With the University connected to the "Florida Relay Service" the department is effectively in compliance with this requirement.

(4) If a blind student enrolled in a course and identified himself or herself early enough, the department would make use of university resources (through the office of Student Services) to have textbooks converted to braille and through our own resources to have brochures, syllabi, etc., converted to larger type sizes.

(27):

(A) The Department of History has no degree requirements or course requirements or prerequisites that knowingly discriminate on the basis of disability. If any requirements can be shown to do so they will be changed forthwith.

(B) Alternative testing processes to eliminate discrimination in testing and evaluation have already been used by some members of the department through the good offices of the office of Student Services. The departmental faculty will be informed regularly as to the availability of ways in which more time may be allotted to handicapped students or alternative methods of testing may be used.

(C) The department currently has no off-campus activities that are part of the academic program. If any such activities are begun in the future accommodation for students with impairments will be made.

(D) The department currently does not sponsor any off-campus programs such as internships or student teaching. If any are begun in the future they will be made available to all students in an equitable way.

(E) The department has no library, reading room, or special collections.

(F) All professors offices are accessible, and all are required to post and keep regularly scheduled office hours. A few Teaching Assistants and Adjunct Faculty have offices in a non-accessible building. They will be asked to remember to make themselves available for meetings with students in accessible buildings.

(G) No change is needed in departmental policies and practices related to student participation in research.

(H) We have no facilities that are inaccessible to students, except perhaps the temporary offices in Anderson Hall.

(I) The department has no special equipment or devices that will require adaptation in order to be used by handicapped students.

(J) The department is unaware of any special teaching techniques by any faculty member that may require adaptation. Most courses are taught by the lecture method, and some use is usually made of film and/or television. If these will cause any problems the department will use the resources of the Student Services.

(K) To the department's knowledge, all policies, procedures and practices of the department are bias free. Any changes that need to be made in written documents, etc., will be made as soon as needed.

(28) All faculty members will be informed at regular intervals of the requirements of the American With Disabilities Act and section 504. Specifically they will be informed that:

(A) no student may be excluded from any course or any course of study solely on the basis of disability.

(B) modifications in degree or course requirements may be necessary to meet the needs of students with disabilities.

(C) prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some students with disabilities.

(D) auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities.

(E) alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skill, except when it is those skills which are being measured.

(F) classes may have to be rescheduled to permit access for students with mobility impairments.

(G) special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases.

(H) it is discriminatory to counsel students with disabilities toward more restrictive careers than nondisabled students, unless such counsel is based on strict licensing or certification requirements.

(29) All necessary steps will be taken by the Department of History to inform students periodically of section 504 and ADA and of the modifications or adjustments that will be made for individual students. It is believed that the central university administration is better placed to do this efficiently, but if it does not the department will undertake the assignment for History students.

College of
Liberal Arts
and Sciences

CENTER FOR
JEWISH STUDIES
The Jewish Studies Program
at the University of Florida

Telephone
Area Code 904
392-9247

November 10, 1992

MEMORANDUM

To: Kenneth Osfield
P202 Peabody

From: Warren Bargad, Director WB

Re: Americans with Disabilities Act Self-Evaluation
Academic Affairs Questions

Please note the responses to the attached questionnaire.

To my knowledge, the Center for Jewish Studies does not evince any impediments for students with disabilities.

(1) 440-441 Little, various lecture halls and classrooms on campus. All are accessible.

(2) n/a

(3) n/a

(4) Our newsletter, flyers and course listings are presented in good, readable print.

(27) (A) None

(B) None

(C) n/a

(D) n/a

(E) n/a

(F) None

(G) None

(H) None

(I) No

(J) No

(K) All ok.

(28) (A) Yes

(B) No experience to date.

(C) ok

401 Grinter Hall University of Florida Gainesville, FL 32611-2037

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

(D) Yes

(E) Will provide as necessary.

(F) Will do if necessary.

(G) ok

(H) Understood.

(29) Will abide by all guidelines in this section.

UNIVERSITY OF FLORIDA
Gainesville, 32611-2037

PROGRAM IN LINGUISTICS
112 ANDERSON HALL
904-392 0639

AMERICANS WITH DISABILITIES ACT SELF-EVALUATION

RESPONSES TO QUESTIONS

LINGUISTICS

1. List facilities that your office uses for programs, activities, or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

   Linguistics is located in Anderson Hall, which has no access ramp, no handicap bathroom facility, no equipment that hearing- or visual-impaired personnel can utilize to perform any class related or employment-related activity. Plans are to remodel the building and to provide funds to its occupants to make it usable by all students and employees irrespective of disabilities.

3. If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairment will have equal access to your services.

   We have taken no such steps. If there are ways to deal with this problem, I need to be told how, and with what funds.

4. What steps have you taken to ensure that all publications are accessible to people with visual and print-related disabilities?

   We have volunteers to read materials such as office-generated memos and messages. We will turn to university-provided services such as Vocal-eyes for course work needs.

28. I have prepared a memo to faculty, staff, and teaching assistants outlining our responsibility to the physically- and visually-impaired students. It will be distributed at the beginning of every term.

29. I have prepared a memo to faculty, students, and teaching assistants outlining our responsibility to the physically and visually impaired. It will be disseminated to classes at the beginning of every term and posted on the official bulletin board.

(See enclosures)

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

UNIVERSITY OF FLORIDA
Gainesville, 32611-2037

PROGRAM IN LINGUISTICS
112 ANDERSON HALL
904-392-0639

October 28, 1992

MEMORANDUM #30

To: Faculty, Students, and *Staff

From: Jean Casagrande, Director

Re: Persons covered by the Americans With Disabilities Act

The following are steps taken by the Program in Linguistics to ensure that no persons with disability is discriminated against. Let it be known:

(A) that no students may be excluded from any course or any course of studies solely on the basis of disability;

(B) that modifications in degree or course requirements may be necessary to meet the requirements of some students with disabilities. For example, in a course on articulatory phonetics, a hearing-impaired students may be asked to report on signing--there is ample literature.

(C) that banning the use of tape recorders in class violates the right of hearing-impaired students. Accommodations must be made.

(D) that alternative methods of testing and evaluation are available in all courses offered by Linguistics for students who need them;

(E) that auxiliary aids are made available by the University for students with impaired sensory, manual, or speaking skills.

*This memorandum will be posted permanently on the official bulletin board.

EQUAL EMPLOYMENT OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

UNIVERSITY OF FLORIDA
Gainesville, 32611-2037

PROGRAM IN LINGUISTICS
112 ANDERSON HALL
904-392-0639

October 28, 1992

MEMORANDUM #31

To: Faculty, Graduate Teaching Assistants and *Staff

From: Jean Casagrande, Director

Re: Students covered by the Americans With Disabilities Act

Please familiarize yourself with the following requirements so as to properly and thoughtfully respond to the needs of all our students.

All instructors, assistants, and office staff will be mindful of and take appropriate steps as they serve the needs of students according to the requirements contained in the ADA legislation, including the following:

(A) There are no requirements nor prerequisites in the Program in Linguistics which discriminate against any physically-impaired students. Linguistics will welcome and accommodate such students;

(B) Please be careful to avoid testing procedures which might discriminate against any student with an impairment;

(C) If you plan activities outside the classroom, make sure that the transportation and the activities themselves are not discriminatory;

(D) Please ensure that alternative activities are equivalent to the one expected of non-impaired students;

(E) Please ensure that reading room and library assignments, your office hours, research assignment location, and all otner facilities required for use by students are equally accessible to all students;

(I) Also ensure that any equipment you use (tape recordings, visual aids, etc.) are adapted for use by students with disabilities.

*This memorandum shall be distributed at the beginning of every term to all instructors in Linguistics.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

UNIVERSITY OF FLORIDA

Department of Mathematics

201 Walker Hall
Gainesville, Florida 32611
(904)-392-0281

MEMORANDUM

DATE: November 10, 1992

TO: Kenneth Osfield,
Assistant Dean for Student Services

FROM: David A. Drake, Chair David A. Drake

RE: Americans with Disabilities Act Self-Evaluation
Academic Affairs Questions

Per your October 1, 1992, memorandum, the Department of Mathematics response to your ADA Self-Evaluation Questionnaire is as follows:

1. **List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.**

The Department of Mathematics uses Walker Hall and Little Hall (4th floor, east wing) for offices and various assigned classrooms for teaching. Classrooms are changed when necessary to meet the needs of the disabled. If an office is not accessible, arrangements are made to meet the disabled student(s) elsewhere.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

2. **If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.**

The Department of Mathematics has two computer labs, located in Walker 3 and Little 425. Little 425 is accessible to everyone; Walker 3 requires the use of stairs. Both labs use Sun UNIX Workstations running EMACS, TEX, Maple, MATLAB, and X11R5 Window System.

3. **If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.**

The department will do the best possible to accommodate the needs of disabled students as they arise..

4. **What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?**

The department will do the best possible to accommodate the needs of disabled students as they arise.

27. **Discuss the procedures and schedule for a department, by-department review of all academic programs and activities of the institution to determine or identify factors including the following:**

(A) **whether or not there are any degree requirements or course requirements (including prerequisites) that discriminate on the basis of disability or have the effect of so discriminating;**

None

(B) **the extent to which alternate testing processes are necessary to eliminate discrimination in testing and evaluation of student ability and achievement;**

The department will do the best possible to accommodate the needs of disabled students as they arise.

(C) those off-campus activities or excursions related to a course or a degree requirement that would require accommodation for students with mobility impairments;

N/A

(D) those off-campus programs (e.g., student teaching, internships) that are related to a course or degree requirement and must include opportunities that are, as a whole, equal to those of nondisabled students;

N/A

(E) policies or practices related to library or reading room use, special reading collections of a department, and reserved reading materials;

The department uses Walker 201 F&G as a library/resource room. It is accessible by wheelchair. For those students with visual disabilities, the department will do the best possible to accommodate their needs as they arise.

(F) practices related to professors' office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours;

If an office is not accessible, arrangements will be made to meet elsewhere.

(G) policies and practices related to student participation in research;

The department will do the best possible to accommodate the needs of disabled students as they arise.

(H) inaccessible facilities that must be used by students;

The department will do the best possible to accommodate the needs of disabled students as they arise.

(I) any special equipment or devices that may require adaptation for use by students with certain disabilities;

The department will do the best possible to accommodate the needs of disabled students as they arise.

(J) any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students; and

The department will do the best possible to accommodate the needs of disabled students as they arise.

(K) all policies, procedures and practices of the department, as reflected in written documents related to degree requirements, course requirements, the process of assigning students to courses, course descriptions, curriculum guides that outline the content and instructional methodologies of courses, and other similar materials.

N/A

28. In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504 and ADA, including the following:

(A) that no student may be excluded from any course or any course of study solely on the basis of disability;

(B) the modifications in degree or course requirements may be necessary to meet the requirements of some students with disabilities (include examples);

(C) that prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some students with disabilities;

(D) that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;

(E) that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);

(F) that classes may have to be rescheduled to permit access for students with mobility impairments;

(G) that special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases; and

(H) that it is discriminatory to counsel students with disabilities toward more restrictive careers than nondisabled students, unless such counsel is based on strict licensing or certification requirements in a profession.

For questions A through H this is our response:

The department will keep a copy of the ADA requirements posted on the bulletin board beside the mailboxes. Faculty, graduate teaching assistants, and staff will also be periodically reminded about ADA requirements.

29. Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are informed periodically of requirements contained in section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities, including:

(A) that no one may be excluded from any course, or course of study, on account of disability;

(B) that classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms;

(C) that academic degree or course requirements may be modified in certain instances to ensure full participation by students with disabilities;

(D) that alternate methods of testing and evaluation are available in all courses offered by the institution for students with requirements for such methods;

(E) that auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills;

For questions A through E, this is our response:

We believe that is more cost effective for the university to keep students informed through the various publications distributed to students. Student Services usually contacts us when a student has a disability that requires modifications or adjustments. We make every effort to comply with their request.

UNIVERSITY OF FLORIDA

Department of Philosophy

330 Griffin-Floyd Hall
Gainesville, FL 32611
Phone: (904) 392-2084
Fax: (904) 392-5577

MEMORANDUM

TO: Assistant Dean Kenneth Osfield, Office of Student Services

FROM: Associate Professor Marilyn Holly, Department of Philosophy

DATE: November 10, 1992

RE: ADA Self-Evaluation

Professor John Biro, Philosophy Department chairman, has asked me to respond to the relevant questions on the University of Florida ADA Self-Evaluation. After a survey of and individual consultations with colleagues, the following report has been compiled.

Question 27. Review of the Philosophy Department academic program with respect to identification of factors related to student disabilities.

A. Although our logic courses do not explicitly discriminate on the basis of student disability, these courses require constant homework utilizing special logical symbols, and the teaching of these courses utilizes special visual diagrams, including computer screens, as intrinsic to the teaching of these courses. Although blindness might not absolutely disqualify a student from these courses, a skilled interpreter would be needed, and this would be a difficult and demanding job. Our logic faculty are not at present sure what they could do to accommodate blind logic students, though are willing to reflect on this. The facilities of Student Services do not seem likely to be geared to this special sort of need. Also, frequent blackboard work or use of overhead projectors could have the effect of discrimination for vision-impaired or hearing-impaired students, since these techniques also use special diagrams and symbols difficult to put into Braille or signing.

A faculty member uses films in a Contemporary Moral Issues course, but would accommodate vision-impaired or hearing-impaired students in this course if necessary.

A number of our faculty feel that the constant and extensive need for philosophy students to speak, write, type, and read in all philosophy courses would make philosophy courses inadvisable for students whose disabilities have the effect of making these kinds of tasks very difficult. Faculty members in some cases expressed uncertainty about, lack of information about, and lack of experience with the effects of severe sensory or manual impairment on keeping up with constant philosophy course demands for constant ongoing use of reading, writing, speaking, and typing skills, even with the use of readers, taping of lessons, Braille translations, and signing and lip reading. Our faculty feel a need for more information about the effects of various sorts of disabilities in order to speak with assurance about which of our requirements and courses might have the effect of discrimination against disabled students, even though we do not explicitly so discriminate.

B. We already customarily give extended time when necessary for the testing and evaluation of students' ability and achievement, when students report stress-related or psychological problems, dyslexia, or medical problems. We already substitute oral for written evaluation or tests, or vice versa, as necessary.

C and D. We do not require off-campus programs, activities, or excursions.

E. Many of our courses require the frequent use of reserved reading materials in Library East. We also have a philosophy department library and reading room, on the third floor of Griffin-Floyd Hall; the use of these by students is optional. All of these facilities are wheelchair accessible. Reserved reading materials would require the assistance of a reader for blind students; it is unlikely that there would be time for Student Services constantly to put this material into Braille.

F. Our faculty office hours are already flexible with respect to time and place of conferring with students, with or without the presence of assistance from Student Services.

G. We do not at present have policies or practices related to disabled student participation in research, but see A and B above. Disabled Graduate Teaching Assistants or Grading Assistants or Research Assistants with sensory impairments or other disabilities would probably find it very difficult to fulfill their duties, though we can consider this on a case by case basis.

H. There are no inaccessible facilities that must be used by our students.

I. The use of typewriters or word processors is constantly needed for written philosophy assignments. Students whose disabilities that preclude the use of this standard equipment would probably need constant special assistance (or voice computers?) from Student Services. Faculty are willing to discuss special equipment needs and assistance on a case by case basis.

J. Our teaching techniques do not require adaptation to mobility-impaired students, but logic courses involving much use of blackboards and overhead projectors would require adaptation of these techniques to sensory-impaired students, possibly beyond the present facilities of Student Services or individual professors to deal with.

K. We have not had in our department any formulated or explicit policies, procedures, and practices related to disabilities, as expressed in written documents related to degree or course requirements, students assignment to courses, course descriptions and curriculum guides.

We will schedule a review of these matters for a department meeting as soon as possible this semester.

Questions 28 and 29.Provision of information about requirements in section 504 and ADA re disabilities.

As soon as the department has had the review mentioned in item K above, our faculty and prospective students will be informed every semester of the requirements contained in section 504 and ADA and of the modifications or adjustments that will be made for individual students with disabilities. Our faculty members are already being provided with a preliminary statement of these requirements in a memo as of today (11/10/92).

cc: Professor John Biro
Professor Marilyn Holly
Computer disk to Dean Osfield

215 Williamson Hall
Gainesville, Florida 32611-2085
(904)-392-0521

UNIVERSITY OF FLORIDA

Department of Physics

16 November 1992

MEMORANDUM

TO: Charles E. Frazier, Associate Dean
College of Liberal Arts & Sciences

FROM: Neil S. Sullivan, Chair
Department of Physics

SUBJECT: Response to Memorandum of 1 October 1992:
"Americans With Disabilities Act Self-evaluation"

The following are responses to the questions enumerated in the above referenced memorandum:

1. (a) Modification of elevator in Williamson Hall is currently underway to provide access for disable persons to second and third floors of Williamson.

(b) The auditorium (Bless, 100A WM) has been studied, and an additional ramp will be provided for access for the disabled, the entry doors will be widened, and about six chairs in the last row of the auditorium will be modified to meet handicapped needs.

With the corrections (a) an (b) above, all physics instructional programs will be available to ADA identified persons.

2. Computers are used in the instructional laboratories, these are PC-type, and use simple IBM compatible software. The computerized experiments for essential courses are being tested for suitability for all ADA requirements.

3. We have not made hearing-aid devices available to students, but advise students that the University provides phones specially equipped for hearing impaired students.

4. We have only one graduate student who has a visual disability and we provide large size copies of all essential material, and make special arrangements for examinations.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

27. The Department will conduct a self-review with each instructor. Instructors will be asked to identify

(A) factors that could be discriminatory for the disabled students,

(B) the need for alternate test procedures in the use of instructions for measurements and observation of physical events for essential laboratory courses in physics.

(C) not applicable

(D) not applicable

(E) not applicable; Physics libraries were moved to Marsten Science Library and special facilities are available there for reference material review.

(F) Faculty offer special consideration to students with mobility requirements where necessary.

(G) Participation is open to all students for research in UF sponsored projects.

(H) not applicable

(I) This is currently under review to determine if special modifications are needed for students taking laboratory courses in Physics.

(J) same as (I) above.

(K) Policies, procedures and practices regarding degree requirements and academic processes are made available to **all** students by the Department office, and where identified, special needs are met to ensure that students are aware of all requirements.

28. A formal notification of the current Departmental review of the course facilities will be forwarded to all Department administrators and faculty members. This will be updated and redistributed at the beginning of each semester.

29. Students in all cases will be provided with a request at class announcements at the beginning of the semester to report any special needs related to disabilities that the Department should know.

NSS/ky

213 Williamson Hall
Gainesville, Florida 32611-2085
(904)-392-0521

UNIVERSITY OF FLORIDA

Department of Physics

16 November 1992

MEMORANDUM

TO: Faculty and Staff

FROM: Neil Sullivan, Chair
Department of Physics Neil

SUBJECT: Americans With Disabilities Act (ADA) Self-evaluation

The Department is asked to conduct a self-evaluation of its programs to ensure that we are in compliance with the Americans with Disabilities Act. I am asking each instructor and staff supervisor to review those programs for which they are responsible, and report to me or Joan by November 18 on any items or processes that would prevent disabled students or persons from meeting the course requirements or job requirements of any essential academic or research program in Physics.

When conducting your review, please consider:

1. No student should be excluded from any course because of disability alone.
2. Are modifications of the programs for which you are responsible needed?
3. Allowance for tape recorders, hearing and visual aids and other special equipment will be needed for some cases.
4. Are alternate test procedures and rescheduling needed and followed in your examinations, if required by disabled?
5. Do not advise students to consider other courses because of disabilities.

Important: At the beginning of your classes next semester, and/or at the next review of staff under your supervision, please ask that any special needs to meet the requirements of disabled be brought to your attention.

A copy of the notice on ADA is available in Joan's office and with each group secretary. The self-evaluation review is due by November 20, 1992.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

UNIVERSITY OF
FLORIDA

Kenneth D. Wald
Professor and Department Chairperson
Department of Political Science

3324 Turlington Hall
Gainesville, FL 32611-2036
(904) 392-0262/Fax: (904) 392-8127
E-mail: KENWALD@NERVM.NERDC.UFL.EDU

MEMORANDUM

5 November 1992

To: Kenneth Osfield, Assistant Dean for Student Affairs

From: Kenneth Wald

Re: ADA Self-Evaluation Questionnaire

Here are the results of my departmental review of the implications of the Americans with Disabilities Act:

1. The Department's central office, computer laboratory and most faculty offices are located on the third floor of Turlington Hall. Approximately one-third of the faculty is housed in Grinter Hall. Beginning with the fall semester of 1993, two faculty members will be located in an office suite on the second floor of Anderson Hall. Two of our graduate MA program concentrations--public administration and political campaigning--require students to complete off-campus internships. The bulk of the former are completed in local and state government offices, the latter in private campaign organizations. We offer an optional undergraduate internship similar to the graduate experience.

2. A number of courses at both the undergraduate and graduate level include computer components. To facilitate these activities, the Department staffs (and CIRCA funds and maintains) a computer laboratory in 3302 Turlington. The room contains a number of IBM-compatible and Macintosh microcomputers as well as three terminals directly connected to the UF mainframe. The most common type of software required for course usage is a statistics package--typically SPSS, SAS and Minitab--but some instructors may utilize specialized packages, simulations, and other course-relevant programs. Upon request, we would seek the support of CIRCA and Student Services to make this equipment accessible to disabled students.

3. To enhance telephone access, we will begin to list the TDD number of the Florida Relay Service on all publications.

4. Upon request, we will make publications accessible to people with visual and print-related disabilities. For Department publications, this can be accomplished simply by photocopy enlargements. If that option is not possible, we will call upon the Office of Student Services. Class material presented on transparencies can be hard-copied.

27. The Department chairperson, aided by members of the Executive Committee (the Associate Chair, Graduate Coordinator and Undergraduate Coordinator) will periodically review Department programs to determine compliance with the specified factors.

28. I strongly recommend that the responsibility for periodically informing and reminding faculty about ADA requirements be larged with a central University office. The best model is the way Academic Affairs issues its guidelines about the Jewish religious holidays each semester. A concise memorandum is distributed to all faculty at the beginning of each term. That should be the model for informing faculty about the ADA.

I have enclosed a diskette containing the contents of the memorandum in WordPerfect 5.1 format. The file name is ADA.MEM. I'd be grateful if you would return the diskette to me once you've transferred the file to your system.

UNIVERSITY OF FLORIDA
GAINESVILLE, 32611 2065

DEPARTMENT OF PSYCHOLOGY

November 6, 1992

MEMORANDUM

To: Kenneth Osfield, Asst. Dean for Student Services

From: Robert Sorkin, Chair RS

Subject: Americans with Disabilities Act

cc: Charles E. Frazier, Associate Dean

I conducted a review of the programs, activities and services in my department with respect to their accessibility by persons with disabilities. Departmental activities were reviewed to determine or identify the following factors. Please feel free to contact me if there are any questions.

a. Degree/course requirements that discriminate among students on the basis of disability:

none

b. Alternative testing processes necessary/available to eliminate discrimination in testing or evaluating disabled students

Alternative testing procedures are (have been) allowed.

c. Required off-campus activities that require accommodation for disabled students

The off campus practica and internship sites in the Counseling Psychology program are sensitive to disabled students and generally make appropriate accommodation. If they do not, the department provides alternative means for fulfilling the requirements.

d. Off-campus programs (internships, etc.) that require accommodation for disabled students

Same as c.

e. Policies related to library use that require accommodation for disabled students

none

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

f. Practices related to professor's office hours that require accommodation for disabled students

All offices are accessible.

g. Requirements related to research participation that require accommodation for disabled students

All department programs make accommodations for disabled students.

h. Facilities used by students that are inaccessible to the disabled

none

i. Special equipment that requires adaptation for use by disabled students

none

j. Special teaching techniques that may require adaptation (due to emphasis on visual or oral presentation) for use by disabled students

none

k. Policies, procedures, practices, related to degree or course requirements, course assignments, course descriptions, etc., in your area, that reflect special problems for disabled students

none

UNIVERSITY OF
FLORIDA

College of Liberal Arts and Sciences
Department of Religion

125 Dauer Hall
Gainesville FL 32611-2005
(904) 392-1625

MEMORANDUM:

TO: Dean Kenneth Osfield

FROM: Azim A. Nanji

DATE: November 5, 1992

SUBJECT: Response to ADA Self-Evaluation Academic Affairs Questions

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

Classes offered. We are part of the College of Liberal Arts & Sciences so our classroom assignments vary according to what is assigned us by the College's Instructional Facilities Scheduler.

Faculty Office Hours/Library-Reading Room. All our faculty offices and our library are located within Dauer Hall. Dauer is equipped with a handicapped elevator lift at both front and back entrances, as well as electronic door presses for handicapped persons.

Departmentally Sponsored Lectures. The location of our lectures are dependent upon what room is offered to us by the Registrar's Office.

(2) If you use any computer equipment in your programs, services or activities, what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

We do not have a departmental computer lab and computer equipment is not available for student use.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services

We do not use telephones as part of our program, activities or services.

(4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities.

We currently have not experienced the need to have any of our publications specially printed or taped for a disabled student, although we have enlarged all handouts and tests on our department xerox machine for a visually impaired student enrolled in one of our classes this semester. This has been sufficient for this particular student's disability.

Equal Opportunity/Affirmative Action Institution

(27) Discuss the procedures and schedule for a department, by-department review of all academic programs and activities of the institution to determine or identify factors including the following:

(A) whether or not there are any degree requirements or course requirements (including prerequisites) that discriminate on the basis of disability or have the effect of so discriminating;

Our Department's degree requirements (and pre-requirements) do not require activities that might unduly limit anyone with disabilities. They include only that a student complete a certain # of credit hours in various areas of study in the Department of Religion and maintain a reasonable GPA in their course-work.

(B) the extent to which alternate testing processes are necessary to eliminate discrimination in testing and evaluation of student ability and achievement;

This is determined on a case-by-case basis. This semester we have a visually impaired student enrolled in one of our classes and we have taken special care to arrange that he take his tests here in our offices. The printed test is enlarged, the office space is well lighted and the student is allowed to take as much time as is needed to complete the exam.

(C) those off-campus activities or excursions related to a course or a degree requirement that would require accommodation for students with mobility impairments;

Currently, there are no off-campus activities or excursions required in any of our Religion courses.

(D) those off-campus programs (e.g., student teaching, internships) that are related to a course or degree requirement and must include opportunities that are, as a whole, equal to those of non-disabled students;

Currently, there are no such requirements of any student or degree candidate in this Department.

(E) policies or practices related to library or reading room use, special reading collections of a department, and reserved reading materials;

Our reading room is located in Dauer Hall, which has available front and back handicapped lifts for access into the building and the Department of Religion Reading Room/Library.

(F) practices related to professor's office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours;

Since all our faculty offices are located within Dauer Hall, I believe that mobility impaired students do have equal access to meet with professors during assigned office hours.

(G) policies and practices related to student participation in research;

Ours is a very small Department. Research is done mainly at the graduate student level (we offer an M.A. degree program), and involves extensive reading and intense study with the faculty. So far we have never had a case where a student was hindered in this process by a disability, but should such a situation arise, we would hope to provide the necessary assistance.

(H) inaccessible facilities that must be used by students;

None that we are aware of.

(I) any special equipment or devices that may require adaptation for use by students with certain disabilities;

None that we are aware of.

(J) any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students;

We really do not use any special teaching techniques that would hinder a physically disabled student. We have had a hearing impaired student who was hindered because he could not hear the lecture during class. We were able to overcome this by having the teaching assistant take short hand notes of the lectures which she then translated into typed notes for the student. In the case of the visually impaired student this semester, special care has been taken to enlarge all handouts and notes given to the class by the professor. To our knowlege, he has not been hindered by any special teaching techniques used in this course.

(K) all policies, procedures and practices of the department, as reflected in written documents related to degree requirements, course requirements, the process of assigning students to courses, course descriptions, curriculum guides that outline the content and instructional methodologies of courses, and other similar materials.

Our degree requirements and course requirements are outlined in the Undergraduate and Graduate Catalogs, as are all of our course descriptions.

(28) In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504 and ADA, including the following:

(A) that no student may be excluded from any course or any course of study solely on the basis of disability;

(B) that modifications in degree or course requirements may be necessary to meet the requirements of some students with disabilities (include examples);

(C) that prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some students with disabilities;

(D) that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;

(E) that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);

(F) that classes may have to be rescheduled to permit access for students with mobility impairments;

(G) that special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases; and

(H) that it is discriminatory to counsel students with disabilities toward more restrictive careers than non-disabled students, unless such counsel is based on strict licensing or certification requirements in a profession.

1) A discussion of the ADA report has been put on the agenda of our next faculty meeting.

2) The ADA report has been posted on our faculty notice bulletin board.

3) A copy of the above specific guidelines of the ADA has been placed in each faculty mail box.

(29) Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are informed periodically of requirements contained in section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities, including:

(A) that no one may be excluded from any course, or course of study, on account of disability;

(B) that classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms;

(C) that academic degree or course requirements may be modified in certain instances to ensure full participation by students with disabilities;

(D) that alternate methods of testing and evaluation are available in all courses offered by the institution for students with requirements for such methods;

(E) that auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills;

I believe that the best way to inform disabled students of requirements contained in section 504 and the ADA is through the Office of Student Services as well as to print this information in the Undergraduate and Graduate Catalogs and other information sent out to students through the Registrar's Office. This department is not usually able to determine the accessibility of classrooms for handicapped students as our classrooms are assigned us by CLAS.

Department of Statistics

(1). Facilities Locations:
First two floors of Griffin-Floyd Hall
Fourth floor of Rolfs Hall
Second floor of Communicore in the Health Center

All locations are accessible via wheelchair except the fourth floors of Rolfs Hall. Rolfs has no elevator. Persons unable to go to the fourth floor may call the faculty and arrange appointments elsewhere, e.g. in Griffin-Floyd Hall. There are no classes held in Rolfs Hall. Faculty offices and IFAS statistics consulting facilities are located there.

(2). Computers are often used in the study of statistics. The Department uses a variety of computing facilities, depending on the course and the software needed. In undergraduate courses we use SAS or Minitab software on the CIRCA VAX computers which are accessed through terminals in room 100 CSE. In graduate courses we use SAS on SUN workstations in a lab in room 234 of Griffin-Floyd Hall. We have never had a student who needed alternate equipment. But we would be most willing to work with student services to find suitable equipment and software to meet the student's needs.

(3). Except for ordinary office usage, we do not use telephones regularly in our program. We communicate with our graduate students through E-mail.

(4). Occasionally students with visual impairments request class notes or overhead transparency copies in enlarged form. We have provided these for the student.

(27).

(A) There are no degree or course requirements which discriminate on the basis of disability.

(B) We have used alternate testing processes for students with special needs. They have been given extra time and have brought in readers, depending on their particular need.

(C) We have no off-campus excursions.

(D) We have no off-campus programs.

(E) Most of our classes use no other books than the designated text, which are then supplemented by class notes.

(F) Except for our faculty in Rolfs Hall, all other faculty have offices which are accessible. Rolfs Hall faculty have agreed to meet students with disabilities in alternate locations.

(G) To participate in research, students must be able to use the Science Library and the computer system. The Student Services Office helps us work with special needs students for access to both of these.

(H) All necessary facilities are accessible to students.

(I) Our only equipment use is in computers. Here, Student Services would assist us to meet the particular needs of students.

(J) Mathematical subjects rely on visualization of graphs, etc. They also require the instructor to write complicated equations which are not easily communicated orally. This puts visually impaired students at a disadvantage. Yet some are successful in spite of the obstacles.

(K) The policies, procedures and practices of the Department are not a problem.

(28). Faculty will discuss these issues on a regular basis.

(29). Written materials from the University and from the Department will reflect the fact that adjustments will be made for special student needs.

Available Software

Mac Software:

Communications: For e-mail, we have Eudora. This is an excellent and easy to use mail utility - it will even alert you that you have mail while you are working in another program! For telecommunications, we have TelNet which allows remote login to mainframes and microcomputers (Macs and IBMs) and file transfer among these platforms. Finally, HyperFTP is and excellent file transfer utility for the Macs.

Statistics. We have StatView and SuperAnova, two top end statistics packages that will allow just about any analysis you want. StatView includes descriptive stats, paired and unpaired parametric tests, regression, ANOVA, many non-parametric tests and factor analysis. SuperAnova clearly excels for any type of ANOVA design, and permits both preprogrammed models and customized models. In addition, datasets are interchangable between these two programs!

Data Management. The department has Microsoft Excel 4.0, perhaps the most popular spreadsheet available for the Mac. Excel is only limited by your desire to read the manual although, like most Mac programs, much is intuitively obvious.

Word Processing. So far the department has only purchased Microsoft Word 5.0 which is by far the most commonly encountered Mac word processor on campus. It is far more complicated than its predecessors but still requires minimal training to start using it.

Bibliography. We have EndNote 2.1, an excellent bibliographic database for the Mac. This program can be incorporated into MS Word 5.0, allowing simple formatting of references for your papers, in any journal format you choose. What's more, you can import references to EndNote from Current Contents after having selected them through boolean searches of up-to-date literature databases (updated weekly).

Graphics. Where the Mac really shines. We have DeltaGraph Professional and Cricket Graph 1.5, indispensable packages for presenting your data. They have statistical tools such as linear regression, and a vast array of graph styles to choose from. It is very simple to learn and enjoy. For paint and drawing programs, we have Painter 1.2 and Superpaint 3.0. Aldus PageMaker can be used to do page layout and work with multiple document types.

Translators. MacLink Plus/PC 5.0. We can now translate text, spreadsheets, and some graphics interchangeably from Mac to IBM and vice versa. Apple File Exchange can also be used for this task.

Optical Character Recognition (OCR). OmniPage 2. This is OCR program works with our Apple Scanner. We can now scan text, spreadsheets, etc. and import directly into a word-processing program. OmniPage can "read" hard copies in dot matrix, laser print, regular typewriter, printed material from books, and good quality xeroxes. OmniPage does not read handwriting.

IBM emulation. SoftAT is an excellent program for emulating an IBM computer on your Mac. It allows you to read and write IBM disks, run IBM programs, and perform any DOS task that is available on an IBM!

Utilities. Norton Utilities for the Macintosh. This is a hard disk management utility which includes back-up routines, disk optimization, data recovery, disk partitioning, etc. It also includes a disk clinic for diagnosis and recovery of damaged floppies.

Mac Software available from M. Jones:

The Alexander-Atkinson Donation. Upon request, we also have the following statistics applications available on floppies: Data Desk Professional 2.0, Biostat 1.0, MacClade 2.1, Statview 512+ 1.1, Statview SE + Graphics 1.03, Statworks 1.02, Mystat 1.0, Mathview Professional 1.1, and MacSpin 1.5.

Writing your own Programs. Think Pascal 3.0. This application is for programming the Mac and writing your own applications. Automatically checks your code for syntax errors.

IBM PC Software:

Data Management. The department has Excel 4.0, Lotus 123 and DBase II, all of which are powerful data management (or "spreadsheet") programs. They handle huge data sets and enable you to perform many arithmetic, sorting and statistical operations, as well as some graphics. Once your data are crunched and massaged, they can be exported to PC or mainframe statistical packages.

Statistical Analysis. SAS for OS/2/Windows has been acquired! This is a version of SAS adapted for PCs that are running the OS/2 operating system and Microsoft Windows. It has nearly all of the statistical tools and power found in the mainframe version. However, because this package is so large (6 mb of memory), it can only be used on the Gateway computer, which has the 230 Mb hard disk. Our PC-SAS has recently been upgraded to the most recent version: 6.07.

Word Processing. Four packages are available: Microsoft Word, Volkswriter, Wordperfect, and Wordstar. All of them are more user-friendly and powerful than the mainframe versions. Microsoft Word probably offers you the greatest power and flexibility, although many experienced DOS users prefer WordPerfect. Several of the packages have spelling checkers.

Writing your own Programs. Only Basic is available. However, this is a popular and efficient programming package.

Communications Packages. Popmail is our e-mail utility program for IBM clones; it is simple to learn and use and efficient at handling all types of e-mail documents. For telecommunications, we have TelNet, one of the best remote log-in and communications packages available. It will allow easy access to all campus mainframes, to the LUIS library catalog, and any other networked computer in the world.

NERDC Software:

Statistical Analysis. SAS, SPSS, and BMDP are available. This version of SAS is the most extensive and powerful statistical package available at UF. Its primary drawback is its user-unfriendliness. BMDP and SPSS are both excellent packages as well, with many statistical tests not found in SAS.

Word Processing. CMS (Conversational Monitor System) is an interactive editing package capable of full-screen editing. After entering the necessary formatting commands into your text file, you submit it to Waterloo SCRIPT, which processes and formats it. Your text file can be run through a spelling checker in CMS and SCRIPT/VS. Personal computer wordprocessors, however, are far more efficient!

Writing your own Programs. Language processors exist for FORTRAN, PL/1, COBOL, ASSEMBLER, PASCAL, LISP, BASIC, APL, plus many others (see the NERDC user's manual for a complete list).

Modeling and Simulation Programs. SIMSCRIPT, Q-GERT, GPSS, REDUCE, SLAM, and DYNAMO are some of the most popular (see the PROGPACK of the NERDC user's manual for a complete list).

Graphics. A large number of graphics packages exist. To get an overview, see the OVERVIEW and GRAPHICS volume of the NERDC user's manual, or the CIRCA handouts called PXPLOT, SASGRAPH, GPLOT, FATSYM, and DOTPLOT. You can create high-resolution histograms, pie-charts, color graphs, contour plots, 3-D drawings and more. Graphics plots can be routed to high-quality printers (laser or line drawers).

VAX Software:

Statistical Analysis. SAS, BMDP and MINITAB are available on VAX. The versions of SAS an BMDP are identical to those found on NERDC. MINITAB is a fully interactive statistical package. Though not nearly as extensive as SAS and BMDP, it is more user-friendly.

Word Processing. VAX supports the EDT editor. This editor is relatively versatile and user-friendly. The keypad on the right side of the VT100 keyboard has many useful editing functions. To use it for word processing, you must enter all formatting commands into a raw text file, and then submit that file to a text formatter called RUNOFF. Spelling can be checked by SPELL.

Writing your own Programs. VAX has several language processors, including FORTRAN, PASCAL, C, SNOBOL, MACRO ASSEMBLER, COBOL, BASIC, and APL.

Modeling and Simulation. SLAM is the modeling/simulation program available on VAX.

Graphics. REGIS, IGL, and PLOT79 are the graphics packages on VAX. Even though these are good packages, currently there are no high-quality graphics printers for the VAX.

Hardware Information

Mac IIci #1:

Apple Macintosh IIci (68030 microprocessor), 8 Mb RAM

Apple Portrait Monochrome display
FDHD floppy drive (1440 K)
(also accepts 800K DS or 400K SS 3.25" diskettes, and DOS format disks)
80 Mb Hard drive
EtherNet Card

Mac IIci #2:

Apple Macintosh IIci (68030 microprocessor), 5 Mb RAM
Apple Portrait Monochrome display
FDHD floppy drive (1440 K)
(also accepts 800K DS or 400K SS 3.25" diskettes, and DOS format disks)
80 Mb Hard drive
EtherNet Card

Mac SE/30:

Apple Macintosh SE/30 (68030 microprocessor), 4 Mb RAM
FDHD floppy drive (1440 K)
(also accepts 800K DS or 400K SS 3.25" diskettes, and DOS format disks)
80 Mb Hard drive
EtherNet Card

IBM PC#1:

Gateway 2000 system
IBM 486 compatible
Crystal scan color monitor with graphics capabilities
8 Mb RAM memory storage
1 3.5" floppy-disk drive
1 5.25" floppy-disk drive
230 Mb hard disk
EtherNet card

IBM PC#2 (in computer Room):

IBM PC (uses DOS operating system)
Amdek monochrome monitor with graphics capabilities
Color graphics adaptor to drive monitor
640K RAM memory storage
2 floppy-disk drives (for double-sided, double density diskettes)
20 megabyte hard disk ("Hard Card")
Clock/Calendar
Hayes 1200B internal smart-modem (for communicating with mainframes)
Asynchronous communications adaptor (converts printer output from serial to parallel)
EtherNet Card

IBM PC#3:

IBM PC (uses DOS operating system)
IBM monochrome monitor with no graphics capabilities
Monochrome adaptor to drive monitor
256K RAM memory storage
2 floppy-disk drives (for double-sided, double density diskettes)
Hayes 1200B internal smart-modem

The VAX (in Engineering Building):

1 VAX 8600
2 VAX-11/780's (each with 12 megabyte memory storage)
All 3 VAXs use the same VMS operating system
Printers include 2 line printers and 3 high-speed band printers

The NERDC (in SSRB Building):

1 IBM 3090-200 (with 64 megabytes memory storage plus 64mb expanded storage); uses MVS/XA, JES2 operating systems
1 IBM 3081D (with 32 megabytes memory storage); uses VM/XA SF, VM/SP HPO, MVS/XA, JES2 operating systems
Printers include 32 high-speed band printers, 1 page printer, and a laser printer

MacQuadra

UNIVERSITY OF FLORIDA
GAINESVILLE, FL 32611

DEPARTMENT OF ZOOLOGY
223 BARTRAM HALL
904/392-1107

November 10, 1992

MEMORANDUM

TO: KENNETH OSFIELD
ASSISTANT DEAN FOR STUDENT AFFAIRS

FROM: FRANK NORDLIE
PROFESSOR AND CHAIRMAN OF ZOOLOGY

SUBJ: AMERICANS WITH DISABILITIES ACT SELF-EVALUATION
FOR DEPARTMENT OF ZOOLOGY

(1) Classrooms and offices in Bartram and Carr Halls. We also utilize classrooms elsewhere on campus as scheduled by the CLAS office and the University Registrar's office. All floors in Bartram and Carr Halls are accessible by elevator. However, the roof where greenhouses are located is not. All laboratory and office doors are wide enough to allow passage of wheel chairs. The Bartram/Carr Elevator floor buttons are marked in braille as well as with large numbers. The location of the control panel is low enough so that a person in a wheelchair can reach all buttons and also reach the emergency phone. While we have had wheelchair-bound students in the past, I cannot say that our bathroom facilities are adequate to accommodate them. They are certainly not marked as such.

(2) None. See attached list of computer hardware and software.

(3) None to date.

(4) None.

(27)

(A) Have not done this on an overall basis. Some of include field trips. These are difficult, but not impossible for students in wheelchairs, as is the transportation in vans. This would be a severe problem for a student with a sight disability.

(B) We do this on a case by case basis.

(C) We do this on a case by case basis.

(D) N/A

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(E) N/A

(F) This is done on a case by case basis.

(G) This is worked out on a case by case basis.

(H) N/A

(I) Will be resolved on a case by case basis.

(J) Oral presentations are almost totally restricted to graduate courses, but special arrangements are made to accommodate students wherever there is a problem. Visual presentations (written materials, overhead transparencies, slides, films, filmstrips, etc., are used in all of our courses. We are not generally organized to make alternate approaches available to students. Where there are problems of a student's mobility, these are resolved for the individual student.

(K) See University of Florida Catalogs. All of our general policies, undergraduate and graduate, follow general University of Florida policies. Specific undergraduate and graduate course requirements are listed in the undergraduate and graduate catalogs of the University of Florida. Our specific undergraduate and graduate major requirements are also listed there. Undergraduate admissions policies follow those of the University and College of Liberal Arts and Sciences. Graduate admissions follow the general policies of The Graduate School, University of Florida, while actual admission is based on the availability of support funds, space and the competitive nature of credentials (previous courses taken, grades, GRE scores, research experience, letters of recommendation and appropriateness of desired area of specialization as related to capabilities of our graduate faculty) of applicants in the application year.

Course outlines are prominently posted on a hallway bulletin board the term before they are offered, and well before registration time. The intent of this is to enable all students to know the general content and specific requirements of a course before enrolling. Also, by knowing this information and the instructors name, course location, etc., a student with a special problem can contact the instructor or the department chair to inquire about what other arrangements could be made to accommodate students with special needs.

(28)

(A)-(B) The Department of Zoology observes all of these requirements.

(29)

(A) Through University Catalogs, etc.

(B) N/A--Those cases where this might be a problem would be in classrooms under the University Registrar's jurisdiction.

(C) This will be considered on a case by case basis.

(D) Alternate means of testing will be attempted on a case by case basis.

(E) Listings of available equipment/supplies will need to be made available to the department. We will maintain a file of such information and inform faculty and teaching assistants and staff where this information is located and what kinds of materials are available for employees/students with various disabilities.

UNIVERSITY OF FLORIDA • J. HILLIS MILLER HEALTH CENTER • GAINESVILLE
COLLEGE OF PHARMACY (Box J-484) 32610
OFFICE OF THE DEAN
(904) 392-9713

November 10, 1992

To: Kenneth Osfield

From: M. Peter Pevonka
Exec. Assoc. Dean

Subject: ADA Self-evaluation

Enclosed are the comments I solicited on the subject issue from various administrators in our college. I believe their comments reflect conditions appropriately. Your visit to our college and the self-evaluation have done a great deal of conscious raising on this issue. I hope you will continue to keep us informed of issues in this area.

What further action would you like us to take at this time?

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UNIVERSITY OF FLORIDA
COLLEGE OF PHARMACY
DEPARTMENT OF PHARMACODYNAMICS
J. HILLIS MILLER HEALTH CENTER
P.O. BOX 100487
GAINESVILLE, FL 326104-0487
(904) 392-3408

November 5, 1992

MEMORANDUM:

TO: **Dean Pevonka**

FROM: **Mike Katovich**

RE: **Americans with Disabilities Act Self Study**

In regard to the specific questions on the Americans with Disabilities Act survey I have read and agree with the responses submitted to you by Ralph Dawson. Realistically, I do not suspect that we would have individuals applying to our graduate program with severe disabilities. However, the facilities that we currently have are inadequate to meet the needs of disabled individuals. Any disabled Pharmacy undergraduates have been identified by Dr. McKenzie's office and thus far I feel we have made appropriate changes to accommodate these special needs thus far.

Although our faculty and staff currently do not have any disabilities it does not mean they cannot happen. A case in point is the hip surgery of one of our secretarial staff which occurred about 2 years ago. At that time the total lack of handicap facilities was readily apparent. It took a lot of phone calls and other correspondence and one full month of time to simply reduce the tension on a bathroom door to allow for an individual on crutches to open the door! Although once inside our restrooms there are facilities for those with some physical handicaps (although not for those in wheel chairs) there is no access to the rooms! I would strongly encourage you to suggest that there are individuals with a variety of disabilities to be integrally involved in the self study for they are the individuals that can adequately address the shortcomings of our facilities.

MJK/jg

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UNIVERSITY OF FLORIDA • J. HILLIS MILLER HEALTH CENTER • GAINESVILLE
COLLEGE OF PHARMACY (Box J-484) 32610
OFFICE OF THE DEAN
(904) 392-9713

November 5, 1992

MEMORANDUM

TO: M. Peter Pevonka

FROM: Ralph Dawson, Ph.D. RD

SUBJECT: Americans with Disabilities Act Survey Answers

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1. Office for Research and Graduate Studies Room #M445; Associate Dean for Research and Graduate Studies Office Room #P611; and various conference rooms in the Health Center - all of these locations are accessible to wheelchairs and other individuals with disabilities.

2. Students should not have access to computers used by me or my assistant.

3. Written communication can be substituted for phone contacts for the hearing impaired.

4. We have taken no steps to provide graduate program or research information in braille or audio tape. IF the case arises, we can verbally describe our graduate programs to interested students.

27.

A. Graduate research could potentially discriminate against individuals with severe disabilities for the following reasons:

   1. Access to hoods, cold rooms, or other specialized research equipment.

   2. Safety concerns in the handling of radioactive materials, toxic chemicals, biohazardous materials, etc.

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3. Use of standard laboratory equipment such as pipets, balances, pH meters, centrifuges, etc. that require visual or auditory cues.

4. Access to primary research and literature resources to keep up-to-date in the literature.

B. Alternate testing procedures would be required in most, if not all graduate coursework and laboratory courses.

C. Any special arrangements necessary for disabled students to attend national meeting.

D. Any special arrangements necessary for disabled students to attend national meeting.

E. Materials would have to be audio taped or read to the visually impaired.

F. Not a problem.

G. There would be some insurmountable safety issues unless special assistants were employed.

H. New facilities would have to be constructed or special assistants would have to perform the tasks in order to protect the safety of all involved.

I. Almost all laboratory equipment would be dangerous and unsafe if used by the visually or hearing impaired. Individuals without hands or feet would also have great difficulty using laboratory equipment safely.

J. Most graduate research teaching would have to be modified to accommodate the special needs described.

K. All graduate programs would have to be reviewed and corrected on a case-by-case basis.

28.

A. Safety considerations must drive the process to integrate disabled students into an active research program.

B. Modifications can be made, but realistically consideration must be given to the employment opportunities for students who graduate in areas that are normally research intensive.

C. Not a problem.

D. Not a problem.

E. Not a problem.

F. Not a problem.

G. Funds must be forthcoming to meet this requirement, given almost all laboratory equipment would have to be modified at a tremendous cost. Safety concerns still may be insurmountable.

H. Not a problem.

29.

A-E. Seminars would be held yearly for disabled students.

UNIVERSITY OF FLORIDA • J. HILLIS MILLER HEALTH CENTER • GAINESVILLE
COLLEGE OF PHARMACY (Box J-484) 32610
OFFICE OF THE DEAN
(904) 392-9713

October 15, 1992

MEMORANDUM

TO: Department Chairs
Associate Deans
Business Manager
Coord., Computer Applications

FROM: TO: M. Peter Pevonka 10/30/92
From: Michael McKenzie

SUBJECT: Americans with Disabilities Act Compliance Survey/Self-Study

Please review the accompanying survey and provide me with your input no later than November 4, 1992. Please consider professional and graduate programs in your appraisal. I am also interested in knowing what requests, if any, we have received in regard to assisting a disabled faculty member, staff personnel, or student in regard to any access issue. I hope you provide a serious and thorough evaluation of the questions poised. Thank you.

MPP/cz
attachment

c:\wp50\disabil.mem

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

RECEIVED NOV 2 1992

REPORT

OFFICE FOR STUDENT AFFAIRS

AMERICANS WITH DISABILITIES ACT SELF-EVALUATION

1. Facilities used for programs in the Office for Student Affairs (OSA).

   * C1-11, C1-9, C1-4, H-611, CG-72, MSB Aud., CG-83, CG-89, CG-74, CG-75, P104E, P-100, Shands Atrium, Shands Dining Halls, University Memorial Auditorium.

     All rooms are accessible to disabled students. More space may need to be created in these rooms to accomodate disabled students in wheelchairs.

     Access by disabled students in wheelchairs to the stages in the Medical Science Building Auditorium and the University Memorial Auditorium needs attention.

     We need to have someone evaluate these rooms for modifications to comply with the ADA.

2. Computer equipment in our programs.

   * Students do not access computers in the OSA. Students do access computers in the Health Center Library. I assume the Director of the Health Center Library will address access issues of the ADA. Students use a computer for publishing the Communigator. However, a disabled student could have another student designated for typing dictated information and other information for the Communigator.

3. Telephone use in our programs.

   * Hearing impaired students would need to utilize the Florida Relay Service.

4. Printed materials.

   * Visually impaired students would need to have someone read or audiotape the important material about application to the College of Pharmacy. Audiotaping of material can be arranged through the Office for Disabled Student Services. OSA will provide the necessary reference information for disabled students on all publications. The staff in the OSA would be available to assist a visually impaired student understand the procedure and process for application and arrange for a student to help complete the necessary forms.

27. (A) Course requirements.

* Prepharmacy courses. There are several science courses that require laboratory skills. None of these courses would discriminate against disabled students assuming accomodations are made as prescribed by the ADA.

* Pharmacy didactic and laboratory courses. Communications laboratory would require significant adjustments for a disabled student without the ability to speak. These adjustments could be accomplished. Laboratory skills in pharmaceutical analysis and compounding and parenterals would be no more demanding than those in the prepharmacy laboratory courses. Accomodations may need to be made but, in my opinion, pose no barrier for a disabled student. Visually impaired students would require greater accomodations than those students with physical limitations. The focus of learning in the laboratories for severely impaired students would be on describing processes and understanding the applied theory rather than the demonstration of physical manipulations to accomplish tasks required in the laboratory. In other words, I assume the cognitive aspects of the laboratory exercises would be evaluated to demonstrate successful mastery of the information presented in laboratory courses.

* Clerkship, externship, internship. Adjustments can be implemented to allow disabled students to complete these requirements. Access to hospitals, clinics, and community pharmacies should not be a problem assuming these agencies comply with the regulations of the ADA. The Department of Pharmacy Practice will need to be cognizant of compliance with these regulations by these facilities when clerkship, externship, and internship sites are evaluated for inclusion and continuation in our practical training programs.

(B) Alternate testing processes.

The extent for alternate testing processes will depend on the type of disability in a student. We have experience in extending the testing time for students with dyslexia or with a writing disability and for allowing a student to use computers to take exams. The tradition testing modalities used in our college should not present a barrier to disabled students. Arrangements can be rather easily made for more time, use of a computer, or a different time and location to test students who have a disability. Faculty cooperation over the years in these situations has been excellent.

The Professional Communications Laboratory will implement the first interactive video practice and testing program this Spring semester. A visually impaired student would need an alternative testing modality in this situation.

(C) Off-campus activities - accomodations.

Students must find their own housing accomodations when these practical experiences are scheduled in their program. The only exception that I am aware of is the student housing facility in Jacksonville for our clerkship and externship students. The authorities for the Jacksonville educational programs would need to insure that these facilities meet ADA requirements.

(D) Off-campus activities - training.

See response under (A) Clerkships, externship, internships.

(E) Library facilities.

The Health Center Library must comply with ADA regulations to insure that disabled students have access and can understand visual and written materials placed on shelves, on reserve, and in the reference sections of the library.

(F) Professors' office hours.

All professors' offices in the Health Center are accessible. If necessary, a more convenient room (e.g., P104E) could be arranged to meet with a disabled student to reduce the physical exertion required to traverse the Health Center hallways, take elevators, and go through doors.

(G) Student participation in research.

The variety of research projects and opportunities in the College of Pharmacy insures that any student could access some aspect for understanding the research process. I do think there are any barriers for disabled students to access participation in a research laboratory. There may be certain technical skills required in research laboratories either with equipment or animals that may limit the disabled students' participation but these would not interfere with the overall learning about research. Some disabled students will have limitations in laboratory skills but this should not prevent them from becoming involved in research projects. I assume these students would be expected to accept responsibilities for other aspects of the research process (e.g., literature review, observation, recording data, analysis of data, etc.).

(H) Inaccessible facilties.

I cannot think of any inaccessible facilities for disabled students.

(I) Special equipment or devices that require adaptation.

The hearing impaired may need adaptations to the microphone system in the lecture rooms. The visually impaired may need computer or TV monitor adaptations. The Health Center Library and Teaching Laboratories would have responsibility to make these adaptations. Creative adaptations in pharmaceutical analysis lab, compounding and parenterals lab, and professional communications lab may be necessary depending on the type of disabled student.

(J) Special teaching techniques that require adaptation.

Interactive video teaching programs would require adaptations or alternative learing methods for the visually impaired student. However, at present, this special teaching method is used minimally in the College. Computer animation in anatomy/physiology class may require special adaptations for the visually impaired student. Or, an alternative teaching method would be required in this situation.

(K) Publications of policies, procedures, degree requirements, etc.

All College of Pharmacy publications can be prepared in an alternative format (e.g,. audiotaped) or made available in large print. Individual discussion sessions can be arranged to facilitate a disabled student's understanding of policies.

28. Steps to inform faculty, staff, and administrators about the regulations in 504 and ADA.

* This information will be discussed at faculty meetings.

* The Student-Faculty Handbook will contain information addressing the points listed in A-H under item (28).

* Faculty Advisors have already received an initial orientation about these issues from the Ken Osfield, Director of the Office for Disabled Student Services on campus.

* Staff in the OSA have been oriented about the regulations contained in 504 and ADA.

* Memoranda from the OSA to faculty will be sent periodically (at the beginning of each semester) to remind faculty of these regulations.

29. Informing students about 504 and ADA.

* Students will be informed of these regulations through the Student-Faculty Handbook.

* Students will be informed about these regulations at Orientation to the College of Pharmacy.

* Information on these regulations will be posted on the OSA bulletin board.

* Faculty advisors will be informed of these regulations so that they can properly advised a disabled student.

Requests for Assistance by Disabled Students

A dyslexic student was permitted more time to take examinations.

Students with chemical impairment problems who have completed a rehabilitation program and are in a maintenance program have had their curriculum requirements extended in order to make up missed time due to their initial evaluation and treatment program.

A student with a form of muscular dystrophy has been permitted to take an extended curricular program. She also receives transportation services from the Office for Disabled Students. She is permitted more time to take examinations.

A student with nerve damage to the right arm was permitted to use computers to take selected examinations. She was also allowed more time on examinations.

A student with HIV was allowed reduced credit loads and a extended time to complete the curriculum.

A student with temporary injuries from an automobile accident will be allowed more time to complete courses in the Fall semester.

Students who have suffered severe injuries or have a chronic illness that goes into an exacerbation phase have been permitted to take a medical leave of absence and return to the College of Pharmacy to complete studies.

A student with hearing impairment was referred for evaluation and fitted with a hearing device. No change was instituted in the program once the hearing device was obtained.

UNIVERSITY OF FLORIDA
COLLEGE OF PHARMACY

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Department of Pharmacy Practice
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November 3, 1992

MEMORANDUM

TO: M. Peter Pevonka
Executive Associate Dean

FROM: David M. Angaran
Professor and Chairman

SUBJECT: Americans with Disabilities Act Compliance Survey/Self-Study

Please find attached my input of the questions asked on the October 1, 1992 memorandum from Kenneth Osfield, Assistant Dean, of Student Services. I hope my responses can contribute to this self-study.

attachment

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RECEIVED NOV 4 1992

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Americans With Disabilities Act Compliance Survey/Self-Study

November 1, 1992

Pharmacy Practice Department

Question 1 Facilities offered by the university:

We have used none of the facilities or programs activities or services offered by the university. Steps taken to insure that such facilities are accessible, we have sent departmental personnel to disability act related meetings to determine the availability of these services and how we can make them available when needed. This information will be disseminated to the faculty.

Question 2 Computer Equipment:

We have taken no steps to ensure equipment is accessible to students with physical and visual disabilities.

Question 3 Telephones:

We have taken no steps to ensure that persons with hearing impairment have equal access to these services.

Question 4 Publications:

We have taken no steps to ensure publications are accessible to people with visual and print related disabilities.

Question 27

A. The following degree requirements or course requirements could discriminate on the base of disability or have the effect or so discriminating are:

1. Off-site clerkship experiences may potentially require travel to various parts of the state, ranging from Pensacola to Miami. The sites themselves would probably provide physical access capabilities but unknown resources for hearing or sight impaired.

2. Providing patient care and dispensing medications requires certain amount of visual, speaking, and hearing capabilities.

B. Department would need to institute:

1. Variable examination lengths for students who have reading impairment.

2. Oral examinations for those students who are unable to see.

C. We require students to travel throughout the state of Florida to various clerkship rotations and have made no accommodations for students with mobility impairment.

D. Our clinical clerkships and externship program requirements may require placement of students around the state.

E. We have no policies or practices relating to library or reading room use or any special reading collections or reserved materials for disadvantage students.

F. There are no conflict with professors office hours and mobility impairment students.

G. We have no policies and practices related to student participation in research by those who have special disabilities. Our physical facilities are relatively inaccessible eg. bathroom and offices with poor elevator service and no ramps. Classrooms are accessible but need renovation to accommodate wheelchairs.

I. We need to adapt our computer programs, dispensing laboratories, clerkship experiences testing procedures and a lot more.

   a. Our entire instructional program relies on visual interpretation of written material and patient observation, oral capabilities for patient interviews, patient instruction, healthcare team interaction, and mobility on the part of students. We evaluate performance with written examinations, small group discussions, and we are moving toward more oral presentation with the student as an active learner. Pharmacists also need physical observation capabilities as one of the skills in patient evaluation and effective communications.

K. I have included the outlines for our three major therapeutic courses, PHA 4602, PHA 4603, and PHA 4607, and our clinical clerkship illustrating the requirements, course distributions, and curriculum guides that outline the content instructional methodologies for those courses. In addition, a description of the assignment process for clerkships and externships is included.

Question 28 Dean's Office?

Question 29 We have not taken steps that ensure students (including those with sight or hearing impairment) are informed periodically about the requirements contained in Section 504 and ADA.

THERAPEUTICS I
PHA 4602
SPRING, 1992

Credits: 3

Time/Place: Monday, Wednesday, Friday - 11:45a.m. - 12:35p.m. Room C1-9

Course Coordinator: Larry M. Lopez, Pharm.D.

OFFICE: P-504

Telephone: 392-0075

Office Hours: Monday through Thursday 5:00p.m. - 6:00p.m.
Evenings before exams: 7:00p.m. - 10:00p.m.

Course Goal

At the end of this course each student will be able to discuss rational drug therapy of a number of common diseases.

Objectives

At the completion of this course, each student will be able to:

1. Discuss relationship of signs and symptoms of selected diseases to pathophysiology of those diseases;

2. Describe appropriate pharmacologic and non-pharmacologic therapies of selected diseases;

3. Discuss relationship of rational therapy of selected diseases to pathophysiology of these diseases and the mechanism(s) of action(s) of drugs used to treat these diseases;

4. Distinguish between rational and irrational drug therapy for selected diseases;

5. Recognize drug related problems in patients with selected diseases;

6. Discuss rational, reasonable, and practical solutions to drug related problems in patient with selected diseases.

Examinations

Three semester examinations plus a final exam will be administered. Point values for exams will be:

Semester exams 1-3	300 points
Final exam	200 points
Total	500 points

All exams will be cumulative. Approximately 20-30% of each semester exam will cover "old" material. Approximately 40-50% of the final exam will cover new material, that is, lecture material after 4/3/92.

Each examination will cover material presented in lecture as well as reading material from the required text. Questions for each exam will be prepared by lecturers and the course coordinator. The format for these exams will be a combination of multiple choice questions and short answer/fill-in-the-blank questions. After each examination, an exam key will be posted on the Pharmacy Practice bulletin board outside of MG-55. Also, a review of each exam will be held approximately one week after each exam to discuss correct answers as well as rationale for these answers. If, after these review sessions are held, a student feels that any question or answer used on the exam was unfair, unclear, or frankly incorrect, he/she can appeal use of this question/answer to the coordinator. Such an appeal must be in writing and must be submitted no later than one week after the review. Any appeals submitted after this deadline will not be considered.

Make up examinations will not be given in this course. If a student misses an examination, a grade of 0 will be awarded unless a valid reason for missing the exam is documented. Acceptable documentation includes a signed statement from a physician although other documentation may also be required. If an exam is missed for a valid reason, no grade will be awarded. Point value for the next exam, however, will be increased by an amount equivalent to the missed exam.

Any special circumstances which a student feels may affect his performance in this course must be brought to the attention of the course coordinator in writing during the first full week of this semester. Failure to do so within this stated time frame will result in a special circumstances not being considered. The coordinator may require documentation of special circumstances.

Calculators

Calculators may be used during exam. Joint use, however, of a calculator by more than one student will not be allowed.

Academic Honesty Policy

Academic dishonesty will not be tolerated. Any individual caught cheating on an examination will receive a 0 for violation of this policy. Any student suspected of cheating will be warned once by the course coordinator. Should this suspicious behavior continue, the student's exam will be collected and a grade of **0** will be awarded. The following procedures will be enforced and applied:

1. Use of alternate seats and alternate rows during exams;
2. Faculty and graduate student proctors will be present during each exam;
3. Examination questions may be arranged and/or presented in multiple formats.

Grading

The final grade in this course will be based on a number of points earned on all examinations. These points will be converted to a letter grade employing the following table:

Points Earned	Grade
465-500	A
450-464	B+
400-449	B
385-399	C+
350-384	C
335-349	D+
300-334	D
< 300	E

Since the final exam in this course is cumulative, the letter grade earned on the final exam will be awarded as the course grade if the final exam letter grade ≤ two letter grades above the course grade prior to taking the final exam. For example, if a student has a "C" in the course prior to the final exam and scores 186 points on the final, an "A" in the course will be awarded. A student with a "D" prior to the final exam, however, may earn no higher than a "B" in the course. This policy will apply only to those who take all examinations.

Required Textbooks

Pharmacotherapy: A Pathophysiologic Approach, eds, DiPiro et al. (available in Health Center Bookstore)

Therapeutics I (PHA 4602) Handouts. Spring, 1992. (Also available in Health Center Bookstore)

Reading Assignments

Readings from required texts are essential. They provide a more comprehensive presentation of lecture material. Respective reading(s) on each topic should be reviewed prior to lecture. Class time is limited and should not be consumed with questions which result from a lack of preparation. Additionally, each student is expected to review pertinent pathophysiology of each disease before lecture.

Lectures

This course is team-taught by faculty from the Department of Pharmacy Practice.

Lecture Schedule

Date	Topic (Chapter)	Instructor
1/6/92	Orientation	Lopez
1/8/92	Therapeutic Drug Monitoring	Angaran
1/10/92	Lab Values (Notebook)	Lopez
1/13/92	Hypertension (Notebook)	Gums
1/15/92	Hypertension (Notebook)	Gums
1/17/92	Hypertension (Notebook)	Gums
1/20/92	NO CLASS	
1/22/92	Hypertension (Notebook)	Gums
1/24/92	Hyperlipidemia (19)	Lopez
1/27/92	Hyperlipidemia (19)	Lopez
1/29/92	Case	Lopez
1/31/92	Congestive Heart Failure (11)	Rutledge
2/3/92	Congestive Heart Failure (11)	Rutledge
2/5/92	Myocardial Ischemia (13)	Lopez
2/7/92	Exam I - MSB Auditorium 0935 to 1130	

Date	Topic (Chapter)	Instructor
2/10/92	Myocardial Ischemia (13)	Lopez
2/12/92	Acute Myocardial Infarction (TBA)	Dotson
2/14/92	Acute Myocardial Infarction (TBA)	Dotson
2/17/92	Thromboembolic Disease (20)	Kilroy
2/19/92	Thromboembolic Disease (20)	Kilroy
2/21/91	Arrhythmias (12)	Lopez
2/24/92	Arrhythmias (12)	Lopez
2/26/92	Parenteral/Enteral Nutrition (TBA)	Frohnapple
2/28/92	Case	Lopez
3/2/92	Parenteral/Enteral Nutrition (TBA)	Frohnapple
3/4/92	Allergic Rhinitis (Notebook)	Hendeles
3/6/92	Exam II MSB Auditorium 0935 to 1130	
3/9/92	Spring Break	
3/11/92	Spring Break	
3/13/92	Spring Break	
3/16/92	Asthma (Notebook)	Hendeles
3/18/92	Asthma (Notebook)	Hendeles
3/20/92	Chronic Obstructive Pulmonary Disease (22)	Reents
3/23/92	Osteoporosis (59)	Delafuente
3/25/92	Osteoporosis (59)	Delafuente
3/27/92	Anemias (69)	Burlingame
3/30/92	Case	Lopez

Date	Topic (Chapter)	Instructor
4/1/92	Anemias (69)	Burlingame
4/3/92	Exam III MSB Auditorium 0935 to 1130	
4/6/92	Renal (TBA)	Nicholson
4/8/92	Renal (TBA)	Nicholson
4/10/92	Alcoholic Liver Disease (31)	Burlingame
4/13/92	Alcoholic Liver Disease (31)/Course Evaluation	Burlingame
4/15/92	Peptic Ulcer Disease (26)	Jones
4/17/92	Peptic Ulcer Disease (26)	Jones
4/20/92	Toxicology (Notebook)	Schauben
4/22/92	Toxicology (Notebook)	Schauben
4/24/92	Toxicology (Notebook)	Schauben
TBA	Final Exam	

Therapeutics II
PHA 4603
Fall, 1992

Credits: 3

Time: Class: Monday, Wednesday, Friday (6th period) 12:50 p.m. - 1:40 p.m.

Location: Class: Monday, Wednesday, Friday C1-9

Course Coordinators: Office Hours

Edric Bates, Pharm. D.
Office: Tacachale
Phone: 395-1737(work) 377-3349(home) To be announced

Thomas O. Munyer, R.Ph., M.S.
Office: MG-55B
Phone: 392-3155 or 395-1737 To be announced

Description

This course is designed to provide students with an understanding of rational therapeutic management of a wide variety of disease states. This semester's topics will focus largely on infectious diseases, hematology/oncology, and neuro/psychology/endocrinology.

Objectives

At the end of this course, the student will be able to:

1. Discuss the pathophysiology of common disease states.

2. Describe current pharmacologic and non-pharmacologic therapies of these diseases.

3. Develop a therapeutic plan for a patient with a given disease state and monitor the patient's drug therapy for clinical response, adverse reactions, drug interactions and contraindications.

4. For the disease states discussed; distinguish between rational and irrational drug therapy.

Lectures

This course is team-taught by faculty from the Department of Pharmacy Practice and clinical faculty from affiliated hospitals.

PHA 4607
Pharmacotherapy
Spring Semester 1993

DRAFT

October 29, 1992

MEETING TIMES: Mondays, Wednesday, and Friday; Period 6, 12:50 - 1:40

PLACE: C1-9

INSTRUCTORS:

Dave Angaran, Chairman, Pharmacy Practice Department
Office: Room MG-58 Phone: 392-3155
Office hours: By arrangement

Paul Doering, Professor, Pharmacy Practice Department
Offices: Rooms MG-58 & G-225 Phones: 392-3155 & 395-0408
Office hours: By arrangement

Thomas O. Munyer, Clinical Assistant Professor
Office: Room MG-57 phone: 395-1738
Office hours: By arrangement

INTRODUCTION:

This therapeutic's course emphasizes the improvement of several professional skills. These skills are: problem solving skills, student centered learning, group dynamics skills, presentation skills, and self evaluation skills. The course presents the didactic content in case scenes. Frequent and multiple forms of evaluation will measure your growth and mastery of these skills and content knowledge.

The intention of this course is to prepare you take care of patients. You will learn how to collect and interpret data, design, recommend, carry out, monitor, and change patient specific pharmacotherapy. You will learn how to work in collaboration with other health care professionals to improve drug therapy. This course emphasizes the professional concepts of pharmaceutical care (PC). This is the responsible provision of drug therapy to achieve definite outcomes that improve a patient's quality of life.

COURSE OBJECTIVES:

This course's goal is to have you learning and using the SKILLS necessary to provide pharmaceutical care. You will learn the therapeutics' content to show you can:

A. Develop a patient focus and responsibility.
B. Perform systematic medication profile reviews.
C. Identify issues (potential and actual drug related problems) associated with the patient's drug therapy.
D. Use a variety of resources:
patient information.

reference information.
health care professionals (nurses, MDs, others).
medical chart information.

E. Develop self learning.
F. Determine desired therapeutic results.
G. Identify therapeutic alternatives.
H. Set up a therapeutic care plans.
I. Start a monitoring and follow up schedule of the therapeutic care plan.
J. Develop group dynamic skills.
K. Develop cooperative learning skills.
K. Write out therapeutic care plans.
M. Verbally present and defend your therapeutic care plans.
N. Develop self evaluation.

I emphasize again, this course will concentrate on these skills. The content, both previous and new introductions, will be the basis for you to learn and practice these skills. You will identify and learn the content to meet the requirements of each case.

REFERENCES & READINGS:

PHARMACOTHERAPY, A Pathophysiologic Approach, by DiPiro et al.
PHA 4602 & PHA 4603 Therapeutics I & II Handout Packages
Medical Library, Medline, International Pharmacy Abstracts, etc.

Specific readings and articles will be available at the Reference Desk of the Medical Library for selected case scenarios.

COURSE LOGISTICS:

The course is a 3 credit hour course. Class meetings are Monday, Wednesday, and Friday for 50 minute sessions in the Medical Sciences Auditorium.

The first two weeks are faculty presentations orienting students to the new course format, reviewing systematic profile review process, reviewing literature evaluation, and reviewing a case scenario example. After the first two weeks and throughout the rest of the course you will work in groups of six (6) students. There are a total of eleven (12) groups. The groups are randomly pre-assigned. You change groups every two (2) weeks.

On the second Friday, we give out the first real case scenario for you to work on. This procedure continues throughout the course: The last thing each Friday we hand out the case scenario for the next week. From this course syllabus you already know your group assignments.

Each CASE SCENARIO is formatted the same:

CASE NARRATIVE:

This section sets up the case, describes the situation and gives some of the pertinent facts. This narrative also may include a medication profile. This profile may be community pharmacy based, hospital pharmacy based, or nursing home based.

PHARMACEUTICAL CARE STUDY QUESTIONS:

This set of questions remains the same for each case. They should help you in

several ways. Working to answer these questions will show you a systematic patient work up process. They will help you identify what you know and what you don't know. Finally, they will help you think in terms of pharmaceutical care. These questions can help you self evaluate. You can assess what you know versus what the rest of your peers in your group know. Just work on these questions by yourself, and then compare your answers with the members of your group.

OPTIONAL STUDY QUESTIONS

These questions may be on some of the cases. We designed them to stimulate you to think about concepts specific to the case. They will guide you into content areas and concepts to review.

CASE SPECIFIC QUESTIONS:

These are ten (10) multiple choice questions based upon the specific therapeutics of this case. These content questions relate very specifically to the case and not as broad as the previous content questions. These questions will be given to you to complete on Fridays.

CLASS ACTIVITIES DESCRIPTION:

On Mondays you meet in the classroom to review the case in your assigned group. One person from each group will be randomly selected to turn in their answers to the first four PHARMACEUTICAL CARE STUDY QUESTIONS. This person will also be the spoke person for their group to interview either the patient or doctor for more information pertaining to the case. For the first 20 minutes the groups can compare their answers to the Pharmaceutical Care Study Questions. They should also determine what interview questions their group should ask.

During the last 30 minutes of class the groups spokesperson asks questions of the patient or doctor, role played by the faculty. Only this one individual from each group can ask questins. This group spokesperson must word the question as though they are asking that person (patient or doctor) for that information. These questions are limited to information assessment only. We will not answer content questions that you can answer from references. Mondays also provide time to discuss the case from last week to clarify any specifics.

On Wednesdays' class, you again meet in your groups for about 20 minutes. You can review what you learned and decide what further information you need. You may bring any reference materials you wish to class. Another person is randomly selected to be the group's spokesperson for patient or doctor interviewing.

On Friday, a third set of individuals, one from each group, will be randomly selected for presentations and will come up to the stage. During the first 35 minutes of class, we will ask each student on stage at least one question and a follow-up question. These questions are drawn from the Pharmaceutical Care Questions or the Optional Study Questions. Each student has between 4 to 5 minutes to answer these questions. Basically we ask you what you identified as the drug related problem(s) and defend your (or your groups) therapeutic care plan.

During the last 15 minutes of the class, each of you will take the Case-Specific Test. This test is ten (10) multiple choice questions based on content specific to the case. At the end of class, you receive the faculty's assessment and recommendation to the case. You also receive next week's case.

COURSE ACTIVITIES SUMMARY:

Class Minutes	MONDAY	WEDNESDAY	FRIDAY
0	Students gather in groups Students begin discussions. Selected students turn in their written case answers to the case work up questions	Students gather in groups Students begin discussions Group spokesperson selected Group can work on their questions	Students gather in groups Students selected for presentations gather at stage.
5	Groups can ask questions on last week's case assessment. Groups can work on their content questions		Faculty begin to ask each student 1 question with 1 follow up question. The questions are drawn from the Pharm. Care and Study questions given with the case.
10		Group spokesperson ask the faculty their role playing questions to further assess the patient and case.	
15	Group spokesman ask faculty their role playing questions to further assess the patient and case. 11 groups		
20			
25			Faculty hand out and the students take the individual case specific content test. Ten (10) multiple choice questions.
30			
35			Faculty hand out this case's assessment and response and

and next week's case.

Students turn in test.

UNIVERSITY OF
FLORIDA

College of Veterinary Medicine
Office of the Dean
Richard E. Dierks, Dean
Ronald R. Gronwall, Executive Associate Dean

PO Box 100125
Gainesville FL 32610-0125
Telephone: 904/392-4700
Fax: 904/392-8351

December 21, 1992

M E M O R A N D U M

To: Mr. Kenneth Osfield
Assistant Dean for Student Services
P202 Peabody Hall

From: Dr. Ronald Gronwall

RE: ADA Self-Evaluation

Attached is the response to the questions and discussion of issues for the College of Veterinary Medicine. The document reflects an administrative level review of programs and issues. A faculty discussion of the issues identified by the ADA and particularly how those issues affect the minimal requirements of our education programs will be our next step. Since our major degree program is accredited as a required step for state licensure, the state licensing and national accreditation agencies will have to provide guidance on the minimal acceptable skills. That part of the equation is not controlled by the veterinary college or the University.

(attachments: printed copy and computer copy)

cc: Dean Richard Dierks
Dr. Nancy Bailey
Dr. Phil Kosch

University of Florida
College of Veterinary Medicine

Self-Evaluation Data for ADA

The College of Veterinary Medicine and its 5 departments are responsible for 4 education programs and the provision of veterinary services to clients of our teaching hospital. These 5 programs/services will be referenced in the documentation that follows by designation code: CVM1) Professional Veterinary Degree, CVM2) Graduate (MS and PhD) Degrees in Veterinary Medical Sciences, CVM3) Residency training in advanced veterinary clinical disciplines, CVM4) Post-graduate research training, and CVM5) Veterinary care provided to animals of clients of the Veterinary Medical Teaching Hospital.

1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

1) College programs are located in the following buildings: 65, 118, 130, 148, 167, 177, 203, 206, 215, 216, 217, 218, 219, 222, 224, 264, 310, 338, 339, 340, 342, 343, 344, 345, 349, 350, 398, 442, 459, 464, 470, 471, 499, 544, 600, 601, 624, 625, 630, 632, 636, 637, 640, 699, 876, 877, 878, 879, 1018, 1020, 1021, 1022. Those facilities are managed (maintenance and repair) by the physical plant units of the Health Sciences Center and the Institute of Food and Agricultural Sciences. Those facilities are being examined as part of the SUS inventory of facilities to determine accessibility to those with disabilities. The college has not been authorized to alter those facilities for that purpose.

2) If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

2) The CVM1 program uses computers for instruction on herd management as simulations and exercises. The CVM2 and CVM4 programs use computers as an integral part of the data analysis required. No special equipment is available within the college for those with physical or visual disabilities.

3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

3) Telephones are located in the facilities for the personal convenience of students and clients. Some of those units have been located to increase accessibility to those in wheelchairs. The telephone system installed in many of the college's facilities includes adjustable amplification.

4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

4) Printed documents, such as class syllabi and announcements, have not been made available in special formats. Since most are produced using desk-top publishing techniques, they could readily be made available in large type or as electronic documents for input to voice synthesizers or such.

27) Discuss the procedures and schedule for a department-by-department review of all academic programs and activities of the institution to determine or identify factors including the following:

A) whether or not there are any degree requirements or course requirements (including prerequisites) that discriminate on the basis of disability or have the effect of so discriminating;

B) the extent to which alternate testing processes are necessary to eliminate discrimination in testing and evaluation of student ability and achievement;

C) those off-campus activities or excursions related to a course or a degree requirement that would require accommodation for students with mobility impairments;

D) those off-campus programs (e.g. student teaching, internships) that are related to a course or degree requirement and must include opportunities that are, as a whole, equal to those of non-disabled students;

E) policies or practices related to library or reading room use, special reading collections of a department, and reserved reading materials;

F) practices related to professors' office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours;

G) Policies and practices related to student participation in research;

H) inaccessible facilities that must be used by students;

I) any special equipment or devices that may require adaptation for use by students with certain disabilities;

J) any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students;

K) all policies, procedures and practices of the department, as reflected in written documents related to degree requirements, course requirements, the process of assigning students to courses, course descriptions, curriculum guides that outline the content and instructional methodologies of courses, and other similar materials.

27) The CVM1 program requires a combination of skills and knowledge for graduation. A purpose of that curriculum is the preparation of veterinary practitioners. The specific requirements for practicing veterinary medicine are determined by the state licensing agencies, the national accreditation agency (American Veterinary Medical Association) and the college faculty. The minimal essential skills will have to be determined by all three of these groups. The faculty of this college will be examining this issue over the next year in an attempt to define the minimal requirements. It is anticipated that performance minimums can be defined without limiting the range of approaches a disabled student could employ to meet those requirements. For example, the minimal requirements for the examination of animals will be defined without reference to the methods used. This activity typically involves all senses, but alternates may reduce that limitation.

A clear definition of the minimal skills required by the CVM1 program should influence the admissions criteria. Because of space limitations, not all qualified students are accepted into the CVM1 program. Admission procedures will be reviewed along with the minimal skill requirements.

The CVM2 and CVM4 programs are very individualized with respect to each combination of student and mentor. Currently, most of the research includes physical activities that could be difficult for some students with disabilities. The college's graduate faculty will address these program requirements to minimize their impact on potential students with disabilities. Admission to these programs is limited by resources which include space and financial support for graduate assistantships and research projects. Those research projects are integral to these programs. How this impacts admission of students with disabilities will be reviewed with the requirements.

The CVM3 program is limited to veterinarians with prior clinical training. Thus the prerequisites parallel the performance requirements of the program. It should not be difficult to accommodate students that have been successful in their prior clinical training.

The CVM5 program is not an education program but rather a service provided to the public. Our facilities for admission of patients is readily accessible, and our staff takes over handling of the patients from that point. Thus, provision of this service should not be affected by the disabled status of a client who can get to our door Except for certain herd health services, the college is not prepared to bring the service to the clients' homes. Patient transport is available from independent carriers.

Accommodation to special needs for testing should not be difficult with the services provided on campus as long as the test is not of a specific, required, practical skill. The testing of a skill that is compromised by a disability will require considerable planning and assistance from those experienced in working with students with disabilities. It is anticipated that campus facilities and resources will be made available for accommodation to many situations.

Transportation to field experiences may not be accommodated by our present transportation facilities, but there should be no difficulty in allowing supplementary transportation. The CVM1 program utilizes externships to broaden the experiences of the students. The college does not control these external activities, but substitute in-house experiences could be provided. The programs use the resources of the campus libraries; adaptation of those facilities for students with disabilities should assist our students as well. The college faculty are available to students in their offices, additionally conference rooms are available if some limitation should prevent meeting in the professor's office.

Veterinary medicine and veterinary research involve animals that must be restrained and housed. The equipment used in these programs can be dangerous and require specific skills to operate. Once the minimal requirements for students is defined, specific accommodations can be sought. If necessary, a broad description of minimal requirements will be included with documentation about the programs.

28) In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504 and ADA, including the following:

A) that no student may be excluded from any course or any course of study solely on the basis of disability;
B) that modifications in degree or course requirements may be necessary to meet the requirements of some students with disabilities (include examples);
C) that prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some students with disabilities;
D) that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;
E) that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured),
F) that classes may have to be rescheduled to permit access for students with mobility impairments;
G) that special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases;
H) that it is discriminatory to counsel students with disabilities toward more restrictive careers than non-disabled students, unless such counsel is based on strict licensing or certification requirements in a profession

28) First, faculty and administrators will be involved in the definition of those skills that are

absolutely necessary for the education programs. That should assist each of them to understand their responsibilities. Each review of the curriculum will include a review of the impact of any changes on possible students with disabilities.

29) Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are informed periodically of requirements contained in section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities, including:

A) that no one may be excluded from any course, or course of study, on account of disability;
B) that classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms;
C) that academic degree or course requirements may be modified in certain instances to ensure full participation by students with disabilities;
D) that alternate methods of testing and evaluation ar available in all courses offered by the institution for students with requirements for such methods;
E) that auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills.

29) For the CVM1 program which has a formal orientation of all new students, the requirements will be discussed at that orientation. Faculty responsible for the other education programs will be asked to establish a procedure for informing their students of the requirements.

UNIVERSITY OF FLORIDA

Smathers Libraries
Coordinator, Facilities Planning

145 Library West
Gainesville, Fl 32611-2048
Telephone (904) 392-4500
Suncom (904) 622-1591
Fax (904) 392-7251

November 30, 1992

MEMORANDUM

To: Kenneth Osfield
Assistant Dean for Student Services

From: Steven Grube
Smathers Libraries
Coordinator, Facilities Planning

Subj: ADA Self-Evaluation

Attached is the Smathers Libraries response to the ADA self-evaluation questions. A copy of our access policy is also included. The disc provided is formatted for MacIntosh, MicroSoft Word. If you have any questions please contact Steve Grube at 2-4500.

cc: Carolyn Henderson
Carol Turner

ADA SELF EVALUATION

QUESTION #1: PHYSICAL FACILITIES

The Smathers Libraries' facilities consist of two "main library" buildings, Library West and the Smathers Library (formerly Library East), the Marston Science Library, and three branch libraries: the Education Library located in Norman Hall; the Music Library located in the Music Building; and the Architecture and Fine Arts Library located in Fine Arts "A". The Journalism Reading Room is located in Weimer Hall.

The libraries have assisted the College of Architecture in a physical survey of its facilities to identify physical barriers to access in accordance with the standards set forth in the American Disabilities Act. The results of the survey are not available at the time of this printing. Once the barriers to access have been identified, methods to remove them, and/or another means to provide the service will be provided. If anyone encounters physical barriers to library services or information they may request assistance from library staff or inform the Library Facilities Planning Office at 392-4500.

Providing equal access to services and information in the Smathers Libraries physical facilities is a committment of the library administration. As academic programs grow and change, libraries must make appropriate changes in collections, services, staffing patterns, and facilities. The University of Florida offers one of the nation's broadest and most diverse academic programs. Its master plan outlines further expansion of and additions to academic offerings, and its research activities continue to increase. Consequently, the Smathers Libraries, which constitute the state's largest research library, will continue to require additions to collections, to services supporting use of the collections, and to library staff (to acquire, catalog, and assist in the use of materials in new areas). With additional collections, services, and staff, continual accessibility evaluations will be required.

The amount and the configuration of space in the libraries have a definite impact on accessibility to services and information. In order for the Smathers Libraries to fulfill the committment of equal access, there must be sufficient space reasonably arranged to

1) Provide conveniently accessible, secure, climate-controlled facilities for all users for collections in a variety of formats; and

2) Provide functional working conditions for staff. This includes public space for services and technology that facilitate access and use of collections and behind-the-scenes areas that promote efficient work flow.

EMERGENCIES

Persons who may require special assistance in case of an emergency, should introduce themselves to library staff at the Circulation Desk and inform them where they expect to be located in the facility. This information will aid staff and rescue personnel to locate them in case of an emergency.

QUESTION #2 : COMPUTER EQUIPMENT

The Libraries' online computer system is called LUIS (Library User Information Service). LUIS contains several databases, including the catalog to the collections of the Libraries and indexes to articles in journals. The Libraries have made LUIS terminals available in all campus libraries, and accessible to persons in wheelchairs. Personal assistance in using or reading LUIS is available at the service desks in each location. The Libraries also provide access to LUIS by dialing in from home or office, provided the user has a computer and modem. LUIS is available in the VARR and in CIRCA computer lab in CSE 211, at workstations equipped for visual and motor impaired.

In addition to those databases which are available on LUIS, the Libraries provide over 80 other databases on computer in CD-ROM format. These CD-ROM disks are used on computers in the Libraries. The workstations are at table height. Personal assistance with using CD-ROMs in the libraries or downloading is available at the service desks.

LUIS terminals and CD-ROM workstations are IBM or IBM-compatible machines.

The Libraries own a large computer tape collection that require a mainframe for access. Upon request, library Systems staff transport these to NERDC where they can be mounted for use by all users.

QUESTION #3: TELEPHONE-SERVICE for the HEARING IMPAIRED

The MCI Florida Relay Service (FRS) is set up to assist the hearing impaired with communications with persons who are not hearing impaired. FRS calls- whether local, long distance, international, collect, person-to-person, third party, or credit card- will be answered by a Communication Assistant (CA) at the FRS Center in Miami. The Communications Assistant passes along the message of the hearing impaired person and visa versa. There is no charge for this service, except on long distance calls which are offered at tariffed discount rates.

The libraries do not have permanent possession of a TDD (Telecommunications Device for the Deaf) to assist the hearing impaired and wish to utilize the Florida Relay Service from library spaces. This service is available from the Office for Student Services in Peabody Hall.

QUESTION #4

Any handouts about library computer databases or services will be reprinted in large print format upon request.

QUESTION #33: ACCESS POLICY

Attached is a copy of the Smathers Libraries' Access Policy

PHYSICAL ACCESS TO
UNIVERSITY OF FLORIDA LIBRARIES

ARCHITECTURE AND FINE ARTS LIBRARY (392-0222)

From the ramp in the courtyard between Fine Arts Buildings A and C, enter Fine Arts Building C. Go to the office of the School of Building Construction, room 101, during regular business hours of 8-4:30 Monday through Friday, and get a key to the elevator. Take the elevator to the second floor and go over the bridgeway from Building C to Building A, where the library is. Within the library, all areas are accessible without steps except the mezzanine. Library staff will retrieve items from that area.

EDUCATION LIBRARY (392-0707)

From the south parking lot, take the right-hand covered walkway on ground level along the side of the courtyard, which brings you to the elevator on your left. Go one floor up to the first level, where the library is. From the north parking lot, the sidewalk is on the same level as the library entrance. Go around the west end of the building.

Within the library, there is elevator access (in reference stacks area) to the level where circulating books are shelved.

HEALTH SCIENCE CENTER LIBRARY (392-4016)

Enter the Health Center from Center Drive (Dental Sciences entrance). This is at ground level. Go straight ahead until the first elevator on the left. Take elevator to first floor. Turn left. Go straight until first exit sign, turn left. Cross the open terrace area diagonally and then go straight until the first set of automatic doors on the left (there is a sign marked "library"). After entering, the library is on the left.

JOURNALISM READING ROOM (392-0455)

Enter the reading room on ground level off the west end of the courtyard.

LEGAL INFORMATION CENTER (392-0417)

Enter the library at the regular ground-level door. Within the library, the elevator is located past the circulation desk, just before the glass doors, on the right, and provides access to all levels.

LIBRARY WEST (392-0361)

A ramp leads to the entrance at ground level. An elevator inside to the left of the entrance provides access to all floors. The Documents Department is located on the second floor.

MARSTON SCIENCE LIBRARY (392-2836)

On the northeast side, the sidewalk is a ramp up to the library entrance. From the west side, a ramp at the southwest leads down to a courtyard area between Marston Science Library (MSL) and the Computer Science and Engineering (CSE) building. Go into CSE and take the elevator to the second floor, go out of the building and across the covered walkway to the entrance of MSL. Within the building, an elevator located around to the right of the entrance provides access to all floors.

The Map Library (392-2825) is located within the building, on the first floor.

MUSIC LIBRARY (392-6678)

Easiest entrance is through the door on the north side of the Music Building. Take the elevator to the second floor, go left, and then right at the corridor, to the Music Library.

SMATHERS LIBRARY

Enter Smathers Library (Library East) at the main entrance on the west side of the building. For Special Collections (392-0319) of Rare Books, University Archives, Belknap Collection, and P.K. Yonge Library of Florida History, turn left to room 1 for service. For the Baldwin Library, go straight ahead at the door, past the Reserve Desk, to the elevator; go to second floor and then through the Reading Room; Baldwin Library is on the left at the far end. For the Latin American Collection (392-0360) and the Isser and Rae Price Library of Judaica (392-0308) take the elevator to fourth floor and ask for assistance in the Reference area.

11/92

SEMESTER SCHEDULE

SCHEDULE FOR ACADEMIC SEMESTERS PLEASE CHECK POSTED HOURS ON LUIS FOR HOLIDAYS AND INTERSESSION

	MONDAY–THURSDAY	FRIDAY	SATURDAY	SUNDAY
LIBRARY WEST				
Circulation Desk, First Floor, 392-0345	8 am–11pm	8 am–10pm	10am-6pm	12n-11pm
Gov't Documents, Second Floor, 392-0367	8am-9:30pm	8am-5pm	CLOSED	2:30pm-9:30pm
Reference, First Floor, 392-0361	8:30 am–9:30 pm	8:30 am–5 pm	CLOSED	12:30 pm–6:30 pm
LIBRARY EAST				
Judaica Library, Fourth Floor, 392-0308	8am-6pm	8am-6m	CLOSED	CLOSED
Latin American Library, Fourth Floor, 392-0360	8am-6pm	8am-6pm	CLOSED	CLOSED
Reserve Desk, First Floor, 392-0326	8am-11pm	8am-9pm	10 am–5pm	12n-11pm
Special Collections, First Floor, 392-0319	2pm-5pm	2pm-5pm	CLOSED	CLOSED
MARSTON SCIENCE LIBRARY				
Circulation, Second Level, 392-2851	8 am–11pm	8 am–10pm	10 am–6 pm	12n-11pm
Reference, Second Level, 392-2836	8:30 am–9 pm	8:30 am–5 pm	1pm-5pm	2 pm–5 pm; 6 pm–9pm
MAP LIBRARY				
First Floor Marston Science Library, 392-2825	8:30am-5pm	8:30am-5pm	CLOSED	CLOSED
***ARCHITECTURE AND FINE ARTS LIBRARY**				
201 Fine Arts Building A, 392-0222	8 am–10 pm	8 am–5 pm	1 pm–5 pm	2 pm–10 pm
***EDUCATION LIBRARY**				
1500 Norman Hall, 392-0707	8 am–10 pm	8 am–5 pm	12n-5pm	1:30 pm–10pm
***HEALTH SCIENCE CENTER LIBRARY**				
JHMHC Communicore Building, 392-4012	8am–12 midnight	8am–12 midnight	8:30 am–5 pm	2 pm–12 midnight
ALLEN NEUHARTH JOURNALISM READING ROOM				
1060 Weimer Hall, 392-0455	8 am–9:30 pm	8 am–5 pm	CLOSED	2pm-6pm
LEGAL INFORMATION CENTER				
161 Holland Law Center, 392-0417	7:30 am–11:30 pm	7:30 am–11 pm	9am–5pm	11am–11:30 pm
MUSIC LIBRARY				
231 Music Building, 392-6678	8 am–8pm	8 am–5 pm	CLOSED	2 pm–8pm

RELAY NUMBER, TDD 1-800-955-8771

*Physcial access to these libraries is difficult for individuals with mobility impairments. Please call for instruction and assistance. A hand-out describing how to get to each library is available on request at any service desk. Revised 11/92

11/92

BEST COPY AVAILABLE

ACCESS

SERVICES FOR LIBRARY USERS WITH DISABILITIES AT THE UNIVERSITY OF FLORIDA

In an effort to insure access to library collections and services for students, faculty and staff with physical disabilities, the University Libraries provide a number of special services. Persons who wish to take advantage of these services may register at the Circulation Desk, the Health Science Center Library, the Legal Information Center, or Library West (for all other campus libraries). Any special requests not listed below may be made to the Head of Circulation/Access Services at any of those locations. All staff working in public service areas of the library will be happy to accommodate any reasonable request from a disabled user. Do not hesitate to ask for assistance.

PHYSICAL FACILITIES

The Smathers Libraries' facilities consist of two "main library" buildings, Library West and the Smathers Library (formerly Library East), the Marston Science Library, and three satellite libraries: the Education Library located in Norman Hall; the Music Library located in the Music Building; and the Architecture and Fine Arts Library located in the Fine Arts "A" building. Open stack access is offered to most collections in all campus libraries. Access to certain resources may be limited to UF faculty, students or staff due to either user demand, legal restrictions or the special nature of the material. Examples are the CD-ROM products, microform equipment, Lexis / Nexis or the Special Collections. Assistance in accessing these materials is available upon request.

Providing equal access to services and information in the Smathers Libraries physical facilities is a committment of the library administration. As academic programs grow and change, libraries must make appropriate changes in collections, services, staffing patterns, and facilities. The University of Florida offers one of the nation's broadest and most diverse academic programs. Its master plan outlines further expansion of and additions to academic offerings, and its research activities continue to increase. Consequently, the Smathers Libraries, which constitute the state's largest research library, will continue to require additions to collections, to services supporting use of the collections, and to library staff (to acquire, catalog, and assist in the use of materials in new areas). With additional collections, services, and staff, continual accessibility evaluations will be required.

The amount and the configuration of space in the library have a definite impact on accessibility to services and information. In order for the Smathers Libraries to fulfill its committment of equal access, there must be sufficient space reasonably arranged to provide conveniently accessible, secure, climate-controlled facilities for all users for collections in a variety of formats.

The libraries have assisted the College of Architecture in a physical survey of its facilities to identify physical barriers to access in accordance with the standards set forth in the American Disabilities Act. The results of the survey are not available at the time of this printing. Once the barriers to access have been identified, methods to remove them, and/or other means to provide the service will be furnished. If anyone encounters physical barriers to library collections, information or services please request assistance from library staff or inform the Library Facilities Planning Office at 392-4500.

TELEPHONE SERVICE for the HEARING IMPAIRED

The MCI Florida Relay Service (FRS) is set up to assist the hearing impaired with communications with persons who are not hearing impaired. Your call- whether local, long distance, international, collect, person-to-person, third party, or credit card- will be answered by a Communication Assistant (CA) at the FRS Center in Miami. The Communications Assistant passes along the message of the hearing impaired person to you and visa versa. There is no charge for this service, except on long distance calls which are offered at tariffed discount rates. The FRS number is 1-800-955-8771.

The libraries do not have permanent possession of a TDD (Telecommunications Device for the Deaf) to assist you if you are hearing impaired and wish to utilize the Florida Relay Service from library spaces. Given advanced notice, however, we can get access to one and make it available for your use.

EMERGENCIES

If you are disabled may require special assistance in case of an emergency, please introduce yourself to library staff at the Circulation Desk and inform them of your presence and where you expect to be located in the facility. This information will aid staff and rescue personnel to locate you in case of an emergency.

BEST COPY AVAILABLE

LIBRARY CATALOG ACCESS

LUIS - Most UF library materials are included in the online catalog, LUIS, which can be searched by author, title, subject, or keyword. LUIS also contains periodical index databases, catalogs of other libraries, and much additional information. All campus libraries have LUIS terminals accessible to persons in wheelchairs. LUIS may also be accessed via any campus terminal connected to the NERDC mainframe or from any on or off-campus personal computer with NERDC access. A hand-out, "How to Access LUIS from Outside the Library," is available at each library location. Workstations providing access for people with visual or motor impairments are available in the VARR and the CIRCA laboratory in CSE 211.

CARD CATALOG ACCESS - Some older or specialized library materials are not yet included in the LUIS catalog. Information about them is available only in card catalogs located at the various library locations. Staff at any library service desk will gladly assist in the retrieval of information from these catalogs.

BORROWING

DEPUTY BORROWER AUTHORIZATION - Disabled users may authorize another individual to serve as a "deputy" and check out library material on their behalf.

NON-CIRCULATING MATERIALS - Disabled users who want to use non-circulating materials with equipment in the Visual Aids Reading Room (VARR) in Criser Hall may arrange for a special short-term loan.

REFERENCE SERVICE

All library reference desks provide assistance in locating and using library resources. In-depth research consultation and database searches are available on demand in some libraries or by scheduled appointment in others. Limited reference service is also available by telephone, and reference questions may be submitted via electronic mail.by sending requests to LIBREF@nervm.

RETRIEVAL SERVICE

IN-LIBRARY REQUESTS FOR RETRIEVAL - All circulation desks will accept requests to have library materials retrieved from the shelf for in-library use or checkout. If staff is available, items will be retrieved immediately. Otherwise, an estimated time (generally within two hours during standard business hours) will be provided. More time may be required for retrievals during evenings and weekends because fewer staff are present.

TELEPHONE REQUESTS FOR RETRIEVAL - Registered disabled users may request that a specific item be retrieved from the shelves by phoning the appropriate circulation desk. Generally, available items will be retrieved within two hours and held for pickup by the user or his/her deputy at the relevant circulation desk. More time may be required for retrieval during evening and weekends because fewer staff are available. Requesters are advised to call in advance of coming to the library in the event that the item is not present.

RENEWAL

Registered disabled users may renew materials from all libraries by telephone. Renewal requests for material borrowed from the Health Science Center, Legal Information Center and Journalism Reading Room should be made to the Circulation Desks of those libraries. Renewal requests for all other campus library materials may be made by calling the Circulation Desk, Library West.

PHOTOCOPY ASSISTANCE

Library photocopiers are self-service and use a debit card or cash to make copies. Registered disabled users who experience difficulty in making copies on these machines may request circulation desk staff in each library location to make copies for them. Materials to be copied should be brought to the appropriate circulation desk along with a debit card that has sufficient value to make the copies. Cash will not be accepted. Copies will be made as soon as possible, depending on staff availability, and generally will require no more than two hours for 20 pages or fewer. While care will be taken to make good copies, the library will not accept responsibility for any bad copies. The library reserves the right to refuse requests that would take an unreasonable amount of staff time to accomplish or which would, in the opinion of staff, be in violation of United States copyright law. A staffed copy service is available in the Health Science Center Library.

LIBRARY PUBLICATIONS

Upon request, library staff will print this or other hand-outs in large type for individuals with print-related disabilities

HEALTH SCIENCE CENTER LIBRARY
PO Box 100206
Gainesville, Florida •zip 32610-0206

904-392-4016

UNIVERSITY OF FLORIDA

October 30, 1992

MEMORANDUM

TO: Ken Osfield
Assistant Dean for Student Services
ADA Coordinator

FROM: Trudi Di Trolio
Assistant to the Director
ADA Coordinator for
Health Science Center Library

SUBJ: Americans with Disabilities Act Self-Evaluation
Library Questions

This memo is in response to yours requesting answers to the following questions:

1. List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

The Health Science Center Library (HSCL) strives to ensure access to its collections and facilities for all its disabled patrons. However, there are areas where the Library is deficient in meeting this goal.

The Library is working closely with Mr. John Graves, Assistant to the Vice President and Chief of Operations, Health Center Operations and Services. Mr. Graves has been named ADA Coordinator for the Health Center and has been involved in assessing the new requirements on behalf of the Health Science Center. A memo was sent to him on June 30, 1992 listing areas in the Library which should be addressed in order to ensure compliance throughout the Library (Attachment 1).

College of Medicine • College of Nursing • College of Pharmacy • College of Health Related Professions • College of Dentistry
College of Veterinary Medicine • Shands Hospital and Clinics • Veterans Administration Hospital

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

The BOR has issued a directive that all buildings within the SUS be evaluated for compliance with the ADA. A team, the ADA Accessibility Guidelines Compliance Survey Team, is presently working its way through all physical environments that comprise the University of Florida. It will soon be evaluating the HSCL.At that time, a complete list of facilities will be compiled by the Team and any areas which are not in compliance will be noted. The Library is waiting for this report and will act upon its recommendations.

2. **If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.**

Informatics Laboratory: The HSCL has a Medical Informatics Laboratory whose primary function is self service database access. Staff are available to assist users with computerized database searches.With user input, Lab staff perform searches for patrons unable to utilize the services of the Lab due to physical disabilities.The Lab is equipped with twenty-three PS/2 Model 55-SX's, five Model PS/2 30's and seven Apple MacIntosh, model IIsi. The Lab provides on-site, modem, and network access to the following databases and computer applications:

Complete MEDLINE 1966-to date
Toxline
AIDSLINE
PDR/MERCK
AMA-FRIEDA
APPLICATIONS SOFTWARE
Word Processing
Spreadsheet

The Informatics Laboratory (Room C2-3) and Classroom (Room C2-20) have wheelchair access. In addition, the Lab is equipped with one wheelchair accessible workstation. This workstation is, however, a temporary arrangement at best and not a permanent solution. Currently, no other special equipment or software is available.

LUIS: All HSCL materials are included in the LUIS online catalog.There are ten LUIS terminals available for public use in the Library. Three of these terminals (one on each floor) are on tables designed for wheelchair access. In addition, patrons may access LUIS via any campus terminal connected to the NERDC mainframe or from any on or off campus personal computer with NERDC access.

NEEDED:

Minimum of two composite workstations which are able to access all of the Library's resources.These workstations should be wheelchair accessible and equipped with the following:

-- A large print screen display.Software turns the monitor into a large print display.

-- Large screen (19 inch monitor)

-- Voice synthesizer

-- Keyboard adaptation.Large print or pictographic keyboard.

In addition, a Kurzweil Personal Reader is needed.A KPR is able to convert documents into a synthesized voice.It can scan, recognize and read aloud anything typed or printed.

3. **If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.**

The Library does not have telecommunications devices in place for the hearing impaired at present. The Library will add the statement, "For Persons with hearing impairment please call.." and post the Florida Relay number -- FRS 1-800-955 8771 (TDD) or1-800-955 8013 (Voice/TDD) in the next printing of all its documents and on Library letterhead. In addition, a notice that an interpreter can be provided upon request through the VARR with advance notification will be posted in all relevant documents.

NEEDED:

-- A Telecommunication Device for the Deaf (TDD) or Text Telephone.
-- An Assistive Listening Device, such as the FM assistive listening system.This device is portable and can be used in meeting rooms and for one-to-one conversations.

4. What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

All Library publications will include the statement that the publication is available upon request in alternate formats for persons with print related disabilities. The publications coordinator for the library, along with her phone number, will be listed as the contact person for all questions relating to alternate formats. Alternate formats include large print or braille copies, when specifically requested.

Library publications include:

-- The Library Bulletin which is published bi-monthly and distributed to all faculty in the Health Science Center, all librarians on campus and other medical libraries in the region.

-- A Library Handbook which is distributed each year to new few faculty, staff and students. It contains useful library information and contains a description of Library services.

-- An Acquisitions List which is published monthly and distributed to all faculty.

-- Miscellaneous bibliographies which are published infrequently and made available to faculty and students. Examples of bibliographies are "Guide to Selected Reference Materials" and "Indexes and Abstracts in the Reference Collection".

33. Describe any modifications in library policies, practices, services or facilities that will be required to ensure equal opportunity for persons with disabilities. Consider all user services and how they are delivered (or made accessible) to persons with disabilities, especially persons with visual impairments (and their readers). Provide copies of any access programs or policies.

The HSCL has a number of special policies in place or in draft form so that no individual with special disability problems is treated unfairly. The Access: Services for Library Users With Disabilities at the University of Florida brochure (Attachment 2) applies to all libraries on campus. It lists a number of special services provided by the libraries. In addition, the HSCL has a draft of the services available to its disabled patrons (Attachment 3).

The Informatics Laboratory has a draft policy for disabled patrons requesting a database search and requiring photocopies of articles generated by the search (Attachment 4).

A designated staff member has been named as the HSCL Coordinator for the Americans With Disabilities Act. She will be available to handle all disability questions during regular work hours.Her name will be posted on all Library publications and on the Library Directory sign. Another employee will handle those questions during weekend and evening hours. The Library will issue the following Policy Statement to all interested persons concerning its compliance with the ADA:

"The Health Science Center Library makes our services, facilities, programs, and accommodations accessible to all its constituents, including those who have disabilities. Individuals with disabilities who wish to discuss their access to Library service or place a complaint concerning access have their concerns addressed quickly, courteously, and with as positive a result as possible, subject to the available resources of the HSC Library."

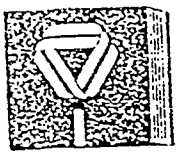
In addition, procedures for individuals with disabilities who wish to place a complaint or express a grievance concerning their use of the HSCL will have access to a grievance procedure is being drafted and will be made available upon request.

A handout asking for specific suggestions from library users will be placed in strategic locations throughout the Library (Attachment 5). The handout asks the library user to list any problems or concerns in using the Library along with any suggestions for solutions. In addition, there is a suggestion box on the second floor of the Library. Patrons are encouraged to make suggestions which are posted along with replies.

The HSCL ADA Coordinator will lead a workshop for all Library staff in the spring semester. The goals of the workshop are to review current practice and policies and to include sensitivity and disability and awareness training. This will include basic information on the ADA and related laws, assistive devices and communication skills.

TDT/lb
Attachments
cc: Ted F. Srygley, Director of UF Health Sciences Libraries

ATTACHMENT 1



HEALTH SCIENCE CENTER LIBRARY
PO Box 100206
Gainesville, Florida • zip 32610-0206

904-392-4016



UNIVERSITY OF FLORIDA

June 30, 1992

Mr. John Graves
Asst. to the Vice President
Health Center
Box 100301

Dear Mr. Graves:

After our meeting last month concerning the Americans With Disabilities Act, I had all facilities in the library evaluated in order to see where we are not in compliance. I have attached a list of those areas.

Could we meet again and discuss implementing the changes needed?

I appreciate your concern in ensuring compliance throughout the Health Science Center Library.

Thank you.

Sincerely,

Trudi Di Trolio

cc: Gene Herring
John Kohn
Ted Srygley, Library Director

Americans with Disabilities Act Compliance

The following is a list of areas where the Library has been found to be deficient (please note: this list does not include the library's need to provide auxiliary aids such as assistive listening devices and videotext displays).

Stairs:

-- Nosings at the end of the stairs should be rounded or curved.
-- Nosings should project no more than one and one half inches past the riser of the step.
-- The handrail should extend the depth of one tread plus 12 inches past the bottom step for stairs.
-- Extensions are needed for handrails.

Doors:

-- Accessible entrance doors should open with a single effort

Magazine Displays/Display Shelves:

-- Maximum reach height should be 48 inches (48 inches is preferred, 54 inches is acceptable).

The Library-- the current periodicals display ranks on the 2nd floor
#1: 60 inches
#2: 60 inches
#3: 60 inches
#4: 55 inches

Service Counters:

-- The maximum height should be 36 inches about the finished floor.

The Library--
1st Floor: Circulation Desk is 39 inches
2nd Floor: Reference Desk is 39 inches
Media/Reserve Counter is 43 inches

Security System Gates:

-- The threshold for the security gate should be 1/2 inch or less.

The Library--
1st Floor: threshold 1 inch
2nd Floor: threshold 1 inch

Tables and counter tops of accessible areas should be between 28 inches and 34 inches above the floor.
The Library--

--Tables range from 26 and 1/2 inches to 27 and 1/4 inches.

Other:

Media Study Center needs handicapped doors

ATTACHMENT 2

ACCESS

SERVICES FOR LIBRARY USERS WITH DISABILITIES AT THE UNIVERSITY OF FLORIDA

In an effort to insure access to library collections and services for students, faculty and staff with physical disabilities, the University Libraries provide a number of special services. Persons who wish to take advantage of these services may register at the Circulation Desk, the Health Science Center Library, the Legal Information Center, or Library West (for all other campus libraries). Any special requests not listed below may be made to the Head of Circulation/Access Services at any of those locations. All staff working in public service areas of the library will be happy to accommodate any reasonable request from a disabled user. Do not hesitate to ask for assistance.

LIBRARY CATALOG ACCESS

LUIS - Most UF library materials are included in the online catalog, LUIS, which can be searched by author, title, subject, or keyword. LUIS also contains periodical index databases, catalogs of other libraries, and much additional information. All campus libraries have LUIS terminals accessible to persons in wheelchairs. LUIS may also be accessed via any campus terminal connected to the NERDC mainframe or from any on or off-campus personal computer with NERDC access. A hand-out, "How to Access LUIS from Outside the Library," is available at each library location.

CARD CATALOG ACCESS - Some older or specialized library materials are not yet included in the LUIS catalog. Information about them is available only in card catalogs located at the various library locations. Staff at any library service desk will gladly assist in the retrieval of information from these catalogs.

BORROWING

DEPUTY BORROWER AUTHORIZATION - Disabled users may authorize another individual to serve as a "deputy" and check out library material on their behalf.

NON-CIRCULATING MATERIALS - Disabled users who want to use non-circulating materials with equipment in the Visual Aids Reading Room (VARR) in Criser Hall may arranged for a special short-term loan.

REFERENCE SERVICE

All library reference desks provide assistance in locating and using library resources. Appointments may be scheduled for in-depth research consultation and database searches. Limited reference service is also available by telephone, and reference questions may be submitted via electronic mail.by sending requests to LIBREF @ nervm.

RETRIEVAL SERVICE

IN-LIBRARY REQUESTS FOR RETRIEVAL - All circulation desks will accept requests to have library materials retrieved from the shelf for in-library use or checkout. If staff is available, items will be retrieved immediately. Otherwise, an estimated time (generally within two hours) will be provided.

Revised 10/92

RETRIEVAL SERVICE

TELEPHONE REQUESTS FOR RETRIEV[illegible]. Disabled users may request that a specific item be retrieved from the shelves by phoning the appropriate circulation desk. Generally, available items will be retrieved within two hours and held for pickup by the user or his/her deputy at the relevant circulation desk. More time may be required for retrieval during evening and weekends because fewer staff are available. Requesters are advised to call in advance of coming to the library in the event that the item is not present.

RENEWAL

Registered disabled users may renew materials from all libraries except the Health Science Center, Legal Information Center and Journalism Reading Room by telephoning the Circulation Desk, Library West. Renewal requests for those libraries or for any special permission checkouts from other collections must be made directly to the lending location.

PHOTOCOPY ASSISTANCE

Library photocopiers are self-service and use a debit card or cash to make copies. Registered disabled users who experience difficulty in making copies on these machines may request circulation desk staff in each library location to make copies for them. Materials to be copied should be brought to the appropriate circulation desk along with a debit card that has sufficient value to make the copies. Cash will not be accepted. Copies will be made as soon as possible, depending on staff availability, and generally will require no more than two hours for 20 pages or fewer. While care will be taken to make good copies, the library will not accept responsibility for any bad copies. The library reserves the right to refuse requests that would take an unreasonable amount of staff time to accomplish or which would, in the opinion of staff, be in violation of United States copyright law.

SEMESTER SCHEDULE

SCHEDULE FOR ACADEMIC SEMESTERS PLEASE CHECK POSTED HOURS ON LUIS FOR HOLIDAYS AND INTERSESSION

	MONDAY–THURSDAY	FRIDAY	SATURDAY	SUNDAY
LIBRARY WEST Circulation Desk, First Floor, 392-0345 Government Documents, Second Floor, 392-0367 Reference, First Floor, 392-0361	8 am–11pm 8am-9:00pm 8:30 am–9:30 pm	8 am–10pm 8am-5pm 8:30 am–5 pm	10am–6pm CLOSED CLOSED	12n-11pm 2:00pm-9:30pm 12:30 pm–6:30 pm
LIBRARY EAST Jucaica Library, Fourth Floor, 392-0308 Latin American Library, Fourth Floor, 392-0360 Reserve Desk, First Floor, 392-0326 Special Collections, First Floor, 392-0319	8am–6pm 8am–6pm 8am–11pm 2pm–5pm	8am–6pm 8am–6pm 8am–6pm 2pm–5pm	CLOSED CLOSED 10 am–5pm CLOSED	CLOSED CLOSED 12n–11pm CLOSED
MARSTON SCIENCE LIBRARY Circulation, Second Level, 392-2851 Reference, Second Level, 392-2836	8 am–11pm 8:30 am–9 pm	8 am–10pm 8:30 am–5 pm	10 am–6 pm 1pm–5pm	12n–11pm 2 pm–5 pm 6 pm–9pm
MAP LIBRARY First Floor Marston Science Library, 392-2825	8:30am–6pm	8:30am–5pm	CLOSED	CLOSED
*ARCHITECTURE AND FINE ARTS LIBRARY 201 Fine Arts Building A, 392-0222	8 am–10 pm	8 am–5 pm	1 pm–5 pm	2 pm–10 pm
*EDUCATION LIBRARY 1500 Norman Hall, 392-0707	8 am–10:30 pm	8 am–5 pm	12n–6pm	1:30 pm–10:30pm
*HEALTH SCIENCE CENTER LIBRARY JHMHC Communicore Building, 392-4012	8am–12 midnight	8am–12 midnight	9:00 am–5 pm	2 pm–12 midnight
ALLEN NEUHARTH JOURNALISM READING ROOM 1060 Weimer Hall, 392-0455	8 am–9:30 pm	8 am–5 pm	CLOSED	2pm–6pm
LEGAL INFORMATION CENTER 161 Holland Law Center, 392-0417	7:30 am–11:30 pm	7:30 am–11 pm	9am–6pm	11am–11:30 pm
MUSIC LIBRARY 221 Music Building, 392-6678	8 am–6pm	8 am–5 pm	CLOSED	2 pm–6pm

*Physical access to these libraries is difficult for individuals with mobility impairments. Please call for [illegible]

ATTACHMENT 3

DRAFT
FOR DISCUSSION PURPOSES ONLY
May 7 '92

HEALTH SCIENCE CENTER LIBRARY
Univerity of Florida

SERVICES AVAILABLE TO DISABLED LIBRARY USERS

In an effort to insure access to the Health Science Center Library collection and services for physically disabled students, faculty and staff, the HSC Library provides a number of special services. Persons who wish to take advantage of these services may register at the Circulation Desk. People with special requests not listed below should be referred to the Head of Access Services, C3-67 (392-4012). All staff working in public service areas of the Library should try to accommodate any reasonable request from a disabled user.

LUIS CATALOG ACCESS-All HSC Library materials are included in the online catalog, LUIS, which can be searched by author, title, subject or keyword. All campus libraries have LUIS terminals accessible to persons in wheelchairs. In addition, patrons may access LUIS via any campus terminal connected to the NERDC mainframe or from any on- or off-campus personal computer with NERDC access.

INFORMATICS LABORATORY-Wheelchair access to computers is available both in the walk-in section of the Informatics Laboratory and in the classroom section.

DEPUTY BORROWER AUTHORIZATION-Disabled users may authorize another individual to serve as a "deputy" and check out library material on their behalf.

IN-LIBRARY REQUESTS FOR RETRIEVAL-The circulation desk will accept requests to have library materials retrieved from the shelf for in-library use or checkout. If staff is available, items may be retrieved immediately. Otherwise, an estimated time will be provided. This service should not be expected during evening and weekend hours due to extremely reduced staffing.

TELEPHONE REQUESTS FOR RETRIEVAL-Disabled users may request that a specific book be retrieved from the shelves by phoning the circulation desk. Generally, it will be retrieved within two hours and held for pickup by the user or his/her deputy at the Circulation Desk (for a period not to exceed two days). Since journals check out for two hours only, they will not be retrieved in advance as this could remove them from use by other patrons for extended periods. Again, this service should not be expected during evening and weekend hours.

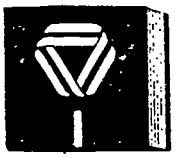
RENEWAL-Registered disabled users may telephone the Circulation Desk at 392-4012 to request renewal of library materials provided the material is not overdue. However, if another patron has placed a "HOLD" on this material, renewal will not be granted.

PHOTOCOPY ASSISTANCE-Library photocopiers are self-service and use a debit card or cash to make copies. Registered disabled users who experience difficulty in making copies on these machines may request Circulation Desk staff to make copies for them.

Materials to be copied should be brought to the Circulation Desk along with a debit card that has sufficient value to make the copies. Copies will be made as soon as possible, depending on staff availability. While care will be taken to make good copies, the Library will not accept responsibility for any bad copies. The Library reserves the right to refuse requests that would take an unreasonable amount of staff time to accomplish or which would, in the opinion of staff, be in violation of United States Copyright Law. Alternatively, requests may be placed through the Library's Copy Service and handled according to its policies. q.v.

KEY CHECKOUT-Keys may be checked out from the Circulation Desk to disabled students, faculty and staff to enable them to use the elevators to the second and third floors when doors to these floors are locked due to no staff being on duty there.

ATTACHMENT 4



HEALTH SCIENCE CENTER LIBRARY
PO Box 100206
Gainesville, Florida •zip 32610-0206

904-392-4016



UNIVERSITY OF FLORIDA

Medical Informatics Laboratory
Patrons With Disabilities
Policy

The Health Science Center Library Medical Informatics Laboratory has a policy of delivering the same level of service to disabled patrons as to any other patrons. If a disabled patron is unable to do his/her own computer searching, a Lab staff member will do it for him/her. If the patron needs articles pulled and photocopied, he/she will be referred or, if possible, escorted to the Information Services department for assistance.

ATTACHMENT 5

DRAFT

Library Services For People With Disabilities

In order to comply with the requirements of the Americans with Disabilities Act of 1990, we need the assistance of our library users.

If you or someone you know is having difficulty using our library because of a disability, please let us know by completing this form and handing it in at any service desk.

PROBLEM _____

_____

_____

_____

POSSIBLE SOLUTION _____

_____

_____

_____

Name: Phone #:

Address:

Our Library staff person to contact if you have questions about the Library and the ADA is:

The Health Science Center Library makes its facilities, programs, and accommodations accessible to all its constituents, including those who have disabilties. Individuals with disabilities who wish to discuss their access to library service or place a complaint have their concerns addressed quickly, courteously, and with as positive a result as possible, subject to the available resources of the Library.

SELF-EVALUATION ON COMPLIANCE WITH THE AMERICAN DISABILITIES ACT
OFFICE OF INSTRUCTIONAL RESOURCES

I. Introduction

A. General Description

The Office of Instructional Resources provides academic support services to faculty and students at the University of Florida. Answering directly to the Provost, the Director of OIR oversees programs for faculty and curriculum development, media production and utilization, testing and evaluation, and instruction and tutorial support for certain language, mathematics, science, engineering, and business courses.

Services for Faculty. OIR's services to faculty, most of which are free, include the following: instructional support activities, the Mini-Sabbatical Program, the Faculty Support Center for Computing (sponsored jointly by OIR and the Center for Instructional and Research Computing Activities), audiovisual equipment distribution, a film and video tape library, equipment maintenance and repair, instructional television production, photography, graphics, print duplicating services, audio/video duplicating services, and testing and evaluation services.

Services for Students. Services to students, all of which are free (tuition for reading and writing credit bearing courses is the one exception), are provided through the Reading and Writing Center, the Teaching Center, the Language Learning Center, and the Testing Division of OIR.

Other Media Centers. OIR provides specialized media centers for two colleges: the Educational Media Center for the College of Education and the College of Business Administration Media Center. In addition to the distribution of equipment and educational media in Norman Hall, the Educational Media Center provides technical support for the Counselor Education Television Laboratory and production of instructional video tapes. The Business Media Center is responsible for the production and playback of instructional video-tapes for courses scheduled by the college, consultation and technical assistance in instructional television, and related media services.

Facilities and Equipment. OIR's offices are housed in numerous buildings across the university campus. The scattering of its facilities across campus is generally positive because this provides for easy access for faculty and students. The main OIR office is centrally located on the ground level in Turlington Hall, the building which also houses the administrative offices of the College of Liberal Arts and Sciences and numerous classrooms. OIR's satellite facilities are strategically located near the populations that have been targeted for service. (e.g. The Educational Media Center is located in Norman Hall which houses the College of Education.) Instructional support equipment is stored in classrooms in many cases and additional equipment is deposited within a store room for checkout by faculty as needed.

B. Accommodations for Disabled Students

1. Any access problems that may be experienced by disabled students are addressed under the specific department within OIR that offers the service which may not be easily accessible.

2. Any access problems related to computer or software usage by persons with disabilities are addressed under the specific departments within OIR that utilize that technology.

3. All departments within OIR use the Florida Relay Service (FRS) for distant communication with the hearing impaired. The TDD number for the Relay System has already been added to the letterhead stationery of the Teaching Center and will be added to all OIR departments' stationery as new stationery is printed.

4. All publications from any department within OIR will be made available to sight impaired persons in large print format within one working day of the request.

27. Not applicable because OIR does not offer degree programs; however, we will on an annual basis review our activities to make certain that students and faculty with disabilities are being served.

28. Not applicable because OIR does not offer degree programs; however, we will on an annual basis review the requirements for assisting disabled students, faculty, and staff contained in section 504 and the ADA with OIR administrators and faculty members.

29. Not applicable.

II. Services by Department

A. Reading and Writing Center

Classes. The reading and writing classes are small and can accommodate two or three persons in wheelchairs should the need arise. Although the instructors are not trained in discerning learning disabilities, they are very sensitive to how well students seem to cope with the material when they first arrive. In fact, several students with learning disabilities have taken the classes in the past, and others have been referred for diagnostic testing.

The CLAST Assistance Program. The individual nature of this program lends itself to students with a variety of disabilities. In the past, we have been able to accommodate students in wheelchairs, blind students, and students with hearing impairments. Audiotapes and computer materials, as well as printed material, are available in both labs.

Open Time Program. While we do not have anything specifically set up for people with disabilities, the instructors in both labs are inventive in adapting materials to students with special needs. In addition, preparation for professional exams (GRE, LSAT, MCAT, and GMAT) is provided in printed form and/or on computer disks, and on audiotapes.

External Workshops. Because workshops on CLAST, the GRE, and Thesis and Dissertation Writing are held in whatever rooms are available on campus, we have no way to make provisions for students with disabilities other than to provide them with packets of materials.

1. Facilities

   a. The Reading Center is a long narrow room arranged in a way to maximize the space. Therefore, a long table extends the length of the room with carrels lining a long wall and computers lining the far end wall. The Writing Center is a small square room with computers lining two walls and desks arranged in rows in the middle. It is entered through an anteroom about 6' by 6' off a main corridor.

   b. A person in a wheelchair would find it difficult to use the computers in the Reading Center because he or she could not get by the long table very readily. For the same reason it would be hard for someone in a wheelchair to use the audiotapes at the carrels. The Writing Center is more accessible to someone in a wheelchair although the little anteroom outside adds an additional obstacle to entry. Present facilities are so limited in space that renovations would not be a solution to the access problem. Therefore, the computers and tape players will be moved to an accessible area for a physically disabled student when the need arises. Care will be taken to plan for disabled students if/when the present facilities are expanded or new facilities are assigned.

2. Computer Equipment and Software

   Both IBM and Macintosh computers and computer materials are used. Software for enlarging the print is resident on the Macintosh and will be procured for the IBM when needed. Individualized tutoring by trained tutors is used to assist students who are unable to use the machines housed in the labs.

B. Teaching Center

The Teaching Center is an academic, instructional unit serving the students and faculty of the University of Florida.

The specialized components of the Teaching Center include:

Tutoring. Tutors are hired for specific courses and/or subject areas - primarily math, science, engineering and business. Tutoring is done on an individual and group basis, depending upon the preference/needs of the students and tutor availability.

Systematic Math Review. Students who need a general review of some area of mathematics, rather than tutoring for a specific course in which they are enrolled. are assisted through the systematic math review program. Students request this help in order to prepare for such courses or tests as Pre-calculus, the CLAST, and the GRE.

S.E. Broward Mathematics Tutoring Center. There tutoring is available on a walk-in basis for Pre-calculus, Calculus I, and Survey of Calculus I. Close coordination between instructors and tutors is accomplished through the tutor coordinator. Also, test reviews are conducted by these tutors prior to regularly scheduled exams.

Study Skills Assistance. Another service offered to students through the Center is study skills advisement. The Study Skills Improvement Program is designed to help each student assess the adequacy of his/her current study habits and attitudes and then design realistic plans for improvement. Individual advisement and group workshops are provided.

Competency Testing. Various competency tests which are required by courses or departments are given and scored in the Center. Several forms of each test are given to the Test Coordinator. The instructor or college representative notifies the Test Coordinator of who should be taking the test and of test deadlines. Some tests are given on a walk-in basis on specified days and others require prior appointments. Each test is administered in the Teaching Center and is scored immediately by a laboratory assistant. If the criterion set by the instructor/college is met, the testing is complete. If the student fails, additional tutorial help is given and the student is given another form of the same test after a specified waiting period.

Summer B Special Admission Program. Arrangements are made with Santa Fe Community College and University of Florida departments to provide sections of reading, writing, mathematics and study skills courses appropriate to the entering skills of the special admission students. Initial placement into courses is based on SAT and ACT scores. Students may place out of these required courses by achieving specified scores on placement tests administered during Summer B orientation. A low student-teacher ratio is maintained in these skill building courses and student progress is monitored.

Academic Program for Athletes. Office of Instructional Resources works closely with University of Florida's athletic program to

provide an academic program which aims to retain selected athletes through the first two years of their University program. During the summer semester, student athletes are in classes with other special admission students. During fall and spring semesters, student athletes enroll in classes with regular students. Classroom instruction is supplemented by regularly scheduled help sessions. Student progress is carefully monitored. Special attention is given to establishing self discipline and good attendance patterns.

1. Facilities

   a. The tutoring, study skills assistance, and testing programs are housed on the ground level of Southwest and Southeast Broward Hall; the furniture consists of tables, chairs, chalkboard.

      The systematic mathematics review program is housed on the ground level of Southwest Broward Hall; IBM computers and software are minimally used to teach basic math skills.

      The classes for the Summer B Special Admission program and the Academic Program for Athletes are conducted in regular classrooms across campus as assigned by registrar; the furniture consists of desks, tables, chairs.

   b. The women's restroom on the Southwest side of Broward is not easily accessible and the doors on the Southwest and Southeast sides are obstacles to persons in wheelchairs. As renovation money becomes available, they will be replaced. In the meantime, Teaching Center staff will continue to help students circumvent any structural obstacles.

2. Computer Equipment and Software

   IBM computers and software are minimally used to teach basic math skills. Students with disabilities which would prohibit their use of this software are tutored individually by a trained staff member.

C. Language Learning Center

The Language Learning Center provides services for foreign language departments at the University of Florida and students taking foreign languages. These services include the exchange of audio cassette tape, equipment to view video tapes, and three areas that entire classes with an instructor can use. One of these three areas is equipped with 15 IBM computers and 15 audio listening stations with volume control. The other two areas each have 35 audio listening stations with volume control and with an instructor console.

1. Facilities

   a. The Language Learning Center provides audiotapes, videotapes, and access to computer software for foreign language students. 103 Dauer Hall has 70 listening carrels for classroom and individual student use and 6 televisions with VCRs for videotape viewing. 215 Dauer has 15 IBM PC's and printers with network access for classroom and individual student use. 203A Dauer has a film projector, VCR and foreign standard VCR for faculty video and film previewing and for student viewing of foreign standard videotapes.

   b. 103 Dauer is accessible to wheelchairs by the handicapped lift at the northwest corner of Dauer Hall. Two cassette decks will be labeled for visually impaired students, providing access to the listening laboratory facilities. 215 Dauer, the computer laboratory, is not accessible to wheelchairs, nor is 203A. Arrangements can be made to view foreign standard videotapes in 103 Dauer on request. No videotapes in the collection are closed captioned.

2. Computer Equipment and Software
   There are 15 IBM PC's and printers available for student use. Software for enlarging the print will be procured for the IBM when needed. Individuals unable to use the equipment because of physical disability will be assisted by trained personnel.

D. Educational Media Center

Educational Media Center. The Educational Media Center provides faculty, staff, and students of the College of education with media services for use in classroom, individual, or group presentations. Equipment is delivered, set up and picked up after use. Portable items, such as slide projectors and audio cassette recorders can be checked out directly at the EMC. Films and videos are sent from the Equipment Room at Turlington Hall and distributed with the equipment from the EMC when requested by faculty. A small selection of media materials may be purchased from the media center, such as overhead transparencies, poster board, etc.

OIR Television Studio. Full time faculty may request OIR's assistance in the production of instructional video tapes for use in their classrooms. Video productions are shot in the studio, on location or combinations of both and then edited in to a final mater from which distribution copies are made. There is no charge to the faculty member or their department.

1. Facilities

   a. EMC - located in G-521 Norman Hall. Equipment used in performance of our duties are the telephone, cash register and assistance with the lamination machine.

      TV Studio - Located in G-502 Norman Hall. Equipment used includes: TV cameras, character generator, video editing machines, audio board, lighting, microphones and other various studio equipment.

   b. EMC - There are no problems with accessibility to our facility or our services. The ground floor of Norman Hall has a handicapped access and our services consist almost exclusively of delivering equipment to a destination.

      TV Studio - There is a handicapped entrance to the studio area and our services are of a request type nature. There is no problem with access to our facility by handicapped persons.

2. Computer Equipment and Software
   There is no computer equipment distributed by our department.

E. Faculty Support Center for Computing

The primary purpose of the Faculty Support Center for computing is to provide the following services to faculty, A & P personnel, and post-doctoral associates at the University of Florida:

--Training in the use of both microcomputers and mainframe interactive services,
--Consulting on the use of micro and mainframe computing,
--Training in the development of computer-related instructional materials,
--Support for the development of coursework to be used in classroom instruction,
--Access to networked microcomputer and mainframe computing resources

The secondary purpose of the FSC is to provide training for USPS employees in the use of both microcomputers and mainframe interactive services.

The primary activities of the center are group training in the use of computing and individual production of faculty projects with consultant assistance as needed.

1. Facilities

   a. The classroom in 2223 Turlington Hall contains 10 tables holding two computer workstations on each. At the front of the room, the instructor has an overhead projector on a cart and a separate table with a computer workstation and Comweb equipment. There are two stools in the back of the room for student consulting assistants. There are also 16 computer workstations in the workroom in 2215 Turlington Hall.

   b. The tables and workstations in both the workroom and classroom are not designed for accessibility by people in wheelchairs. CIRCA can provide a different workstation if needed, but there is little room in the classroom for an additional table to be placed. When requested by a person with a disability from the client group served by the Center, appropriate adjustments will be made to accommodate the individual.

2. Computer Equipment and Software

   There are 20 computer workstations (IBM) in the classroom in 2223 Turlington Hall. The instructor has a computer workstation and Comweb equipment. There are also 16 computer workstations in the workroom in 2215 Turlington Hall. The workroom in 2215 Turlington Hall contains 16 computer workstations --- 7 HP Vectras, 6 Macintoshes, 1 IBM PS/2 Model 50, 1 Apple IIE, and 1 IBM 4-drive PC.

F. Testing Program

The Testing division of OIR administers placement examinations in Mathematics and Chemistry and the College Level Academic Skills Test to University of Florida students. In addition, examinations for external testing agencies are administered in accordance with the policies and procedures of those agencies. A test scoring service is also provided for University faculty.

The following services are provided for special testing conditions as needed:

--Readers are provided for the placement examinations.
--Examinations on magnetic tape, large print books, braille test books, extended time, and amanuensis are offered to examinees as specified by the external agencies.
--Examinations on magnetic tape, braille and large print examinations, amanuensis, computers, extended examination time are offered to University students who are identified as students with disabilities by the Office of the Dean of Students.

1. Facilities

   a. All tests are administered in buildings that are accessible to persons with disabilities. Special arrangements are made on an individual basis for individuals who require special equipment such as tape players or computers. Notification to individuals with disabilities about requests for special testing conditions is published in the student newspaper, in testing brochures, in the University Schedule of Courses, and in the University Catalog.

   b. There are no problems that limit accessibility to testing facilities or programs.

2. Computer Equipment and Software

   We do not utilize any computer equipment or software in testing except as approved for a student with a disability.

G. Teaching Auditoria and Equipment Distribution

Teaching Auditoria: Provide student assistants to assist faculty teaching in Carleton Auditorium, Norman Auditorium, and the Turlington Lecture Halls. Provide equipment in other lecture halls such as McCarty Auditorium.

Equipment Distribution: Provide a wide variety of equipment to all faculty for instructional purposes. Equipment used in Turlington Hall is not delivered except in the case of faculty with disabilities. All equipment used in other locations is delivered except for video equipment which must be picked up. Assistance is provided to those with disabilities.

1. Facilities

   a. The equipment room in Turlington 1215 is accessible to those with disabilities or staff will provide assistance. An assisted listening device which may be checked out to faculty for student use in amplified sound auditoria is on order. Also, a closed caption device to be checked out on demand should be available by spring term.

   b. There are no known problems of accessibility. We will provide assistance if needed.

2. Computer Equipment and Software

   We do not distribute any computer equipment or software.

TEACHING AT THE UNIVERSITY OF FLORIDA:

A Handbook For Teaching Assistants

THE GRADUATE SCHOOL &
THE OFFICE OF INSTRUCTIONAL RESOURCES



University of Florida

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Nondiscrimination Policy Statement:

The University of Florida, as an educational institution and as an employer, does not discriminate on the basis of race, color, religion, ethnicity, national origin, age, sex, sexual orientation or marital, veteran, or handicapped status. This is a commitment made by the University, and is in accordance with federal, state and local laws and regulations.

All relevant programs are administered by the Office of Affirmative Action, 352 Tigert Hall, University of Florida, Gainesville, FL 32611. Students, employees, or applicants should contact the Office of Affirmative Action immediately in all cases where discrimination is alleged. For more information call: (904) 392-6004.

- Affirmative Action Office
  226 Tigert Hall
  392-6004

- Student Mental Health
  Infirmary Building
  392-1171

- University Counseling Center
  311 Little Hall
  392-1575

If the complaint is not resolved on an informal basis, the next step is filing a formal complaint or grievance with the Affirmative Action Office, 226 Tigert Hall (392-6004). Each individual should recognize his/her right to proceed with or withdraw from the formal complaint or grievance procedure once it has been initiated.

TIPS FOR TEACHING DISABLED STUDENTS

Students with disabilities are a rapidly growing minority at the University of Florida, as elsewhere in American higher education. In Fall 1990, 178 University of Florida students identified themselves as having disabilities. The Office for Programs and Services for Students with Disabilities (PSSD) provides a variety of programs and services for students with disabilities and TAs should be aware of these services.

In most cases, a student with a disability will contact his/her TA early in the semester to inform the TA of the disability and of any necessary adaptations. At the student's request, the TA will also receive a letter from PSSD which in most cases identifies the nature of the student's disability and describes appropriate accommodations. In some instances, the disability is not disclosed for reasons of confidentiality. The student is responsible for requesting such accommodations in a timely manner so that the teaching assistant may adequately plan for those accommodations. Some students, however, may not identify themselves because of their fear of being stigmatized by the instructor or by other students. Such students may then encounter difficulties in their college work; in a panic, they may identify their disability just before a test or a major assignment, expecting immediate attention to their needs. If this should happen, the TA should contact PSSD for assistance in making unexpected accommodations.

Dispelling Stereotypes

Students with disabilities are more similar to other students than dissimilar. First and foremost, they are students.

The first step in teaching students with disabilities seems obvious: treat such students as you would any other student. They have come to college for the

same reasons others do and like other students they bring with them a wide variety of backgrounds, intelligence and academic skills. Despite good intentions, however, teachers sometimes treat students with disabilities differently than they treat other students. Such special treatment which distorts our relationships with students who have disabilities may be innocent, deriving from fear or guilt associated with the student's disability or from lack of experience in working with students with disabilities.

As a form of prejudice, special treatment can be devastating to the individual with a disability. Unfounded or inappropriate attitudes toward students with disabilities reduce or slant expectations of an individual's performance and define the student by the disability as though it compromises his or her integrity. When such attitudes lead to the segregation or isolation, the student's pride and confidence are damaged. Thus a negative or condescending attitude toward a student with a disability can be more incapacitating than the disability itself. Such stereotyping, coming as it does at a critical juncture in a student's life, may undermine a student's academic performance or access to educational opportunities. As prophecy, such stereotyping often becomes self-fulfilling.

Revising our perceptions and attitudes is perhaps the most important accommodation for a student with a disability. In addition, the student's own suggestions, based on his/her experience with the disability, will prove invaluable as you adapt your instruction to the student.

Below are some of situations you may encounter if you have a student with a disability enrolled in a class.

Special Testing Situations

Some students with disabilities will require adapted testing situations. A student with a learning disability, for instance, may need additional time to take a test; a student who is blind, or one who has a vision impairment, may require that the test be read to him/her. PSSD can provide assistance with testing as well as with the preparation of tests in an accessible format for students with disabilities.

Depending on the disability, the student may require the administration of examinations orally, the use of readers and/or scribes, extensions of time for the duration of exams, a modification of the test formats or, in some cases, make-up or take-home exams. This may require you to recognize when the student has missed material because he/she did not interpret the material literally or because visual aids were not effectively described. For out-of-class assignments, the extension of deadlines may be justified. The objective of such considerations should always be to accommodate the student's learning differences, not to water down the academic requirements. The same standards should be applied to students with disabilities as to all other students in evaluation and assigning grades.

Alternatives to Taking Notes

TAs can accommodate students who cannot take notes or who have difficulty taking notes adequately in several ways:

- allow student to tape lectures;
- allow student to bring a note-taker to class;
- provide student with an outline of lecture materials;
- assist student in borrowing a classmate's notes.

Students must ask the TA's permission to tape a lecture; however, if the student's disability is such that taping a class is the only reasonable accommodation, the TA is legally required to give such permission.

If you work from lecture notes, you may want to allow a student who cannot take notes to copy your notes (perhaps with the stipulation that no other student be allowed to see the notes). This accommodation on your part saves PSSD the significant cost of paying a note-taker. Likewise, if you use transparencies extensively, you might make copies for a student who cannot take notes. Copying of lecture notes or transparencies can be arranged through PSSD if not your own department.

Deaf and Hard of Hearing Students

If the instructor or teaching assistant is not a native speaker of English or if s/he speaks English with other than an American accent, the deaf or hard of hearing student will have great difficulty. (Research has shown that in general those who depend solely on lip reading receive roughly 30-35% of the information shared). Students who use sign language will generally use a sign language interpreter in class and in meetings with the instructor or TA. Students who do not use sign language may ask you to write your conversations with them if they cannot understand you. Generally, these students will have a notetaker in each class to write notes for them while they read your lips or watch the sign language interpreter.

Students Using Wheelchairs and Students with Mobility Impairments

Little special accommodation is generally necessary for students who use wheelchairs or for those with mobility-impairments. When such a student is in your class, be aware of situations that may make it difficult for him/her to attend class. If the student uses an elevator to get to class, for instance, check every day to see that it is in operation. If not, make every effort to move the class for that day. The student should not have to miss class because of a physical plant problem.

Students with Learning Disabilities

By far the largest and fastest growing group of students with disabilities is that of learning disabled students. Each student requesting accommodations is required to have on file diagnostic testing which is no more than three years old. Examples of support which may be necessary for a student with a learning disability includes use of services such as a notetaker, tape recorder, scribe untimed testing, modified examinations, oral examinations, outline of course topics, instructor's notes, or tape recorded textbooks. Students wishing

accommodation must first present instructors with a letter of introduction which details necessary accommodations.

Where to Go for Help

The Office for Programs and Services for Students with Disabilities (PSSD) provides students, faculty and teaching assistants with assistance and information in meeting legal requirements and in integrating students with disabilities into the University of Florida community. The PSSD staff works with students who self-identify as having disabilities and serves as a full-time advocacy group for such students, ensuring that they have physical and programmatic access to all campus activities.

Teaching assistants are encouraged to ask students about their needs; in addition, PSSD may render invaluable advisory services. PSSD staff members should be consulted about any question that may arise regarding students with disabilities.

PSSD publishes a handbook for instructors which provides further information about working with students with disabilities. If you have such a student in your class, you may want to pick up a copy of the handbook (P205 Peabody Hall).

Should a student with a disability need a testing accommodation which you cannot supply (e.g. extended time or a "reader"), the OIR Teaching Center may be able to help you. Testing facilities which can accommodate most subjects are available for students with disabilities in the OIR Teaching Center. Special care is taken to maintain test security before and after testing, and test administration is monitored by a proctor. Reservations for space must be made well in advance of the testing date. Call the Program Assistant to discuss particular needs.

A Suggestion Regarding Students with Disabilities

You might want to include a statement in your syllabus inviting students with disabilities to schedule appointments with you during your office hours. Students with so-called "hidden" disabilities for example legal blindness, hearing impairments, cancer, diabetes, and psychiatric or seizure disorders may at first be reluctant to identify themselves as having a disability. But if you encourage such identification, you may save such students embarrassment and complications later in the semester.

- **Health Science Center Library** supports all programs in six colleges organized within the University of Florida Health Science Center.

- **Legal Information Center** covers law with emphasis on American law. Some foreign and international legal materials are held.

LUIS terminals are located at numerous locations in each of the nine campus libraries. LUIS runs on computers located at NERDC (Northeast Regional Data Center) on the UF campus; any user who has access to this network from an office, laboratory, or dormitory on campus or through dial-in capability from an off campus residence will also have access to LUIS.

In order to assist the University Libraries maintain its collection, TAs and their students should report books which they cannot find to library staff.

Library Reserve

Library Reserve, located on the first floor of the Smathers Library, contains materials requested by teaching assistants and faculty for course-related assigned or supplementary reading. TAs should complete a Reserve List form available at the reserve desk at least three weeks before the term begins in order to assure that the materials will be available on time. Giving the library lead time to process your requests for reserve placements is in the interest of service to students taking your class. Reserve services are provided at other campus libraries for disciplines outside the humanities and social sciences.

Services for People With Disabilities

The University Libraries provide a number of special services for physically disabled students, faculty and staff in an effort to ensure access to library collections and services. Among these are access to LUIS, borrowing, reference service, retrieval, renewal and photocopy assistance. Persons who wish to use these services may register at the Circulation Desk, Library West. Any special requests may be made to the Chairman, Access Services Department, 115 Library West.

Office of
Instructional
Resources
University of Florida

July 16, 1992

Ms. Mary Carnegie
Assistant Dean, Student Services
P202 Criser Hall
Campus

Dear Mary:

Due to the impact of the Americans With Disabilities Act upon testing, I would like to request that the following text be incorporated into all orientation materials which reference placement testing:

'All disabled examinees who require special testing conditions must contact the Office of Instructional Resources (904/392-3989) at least 72 hours prior to the examination.'

By adding this sentence I feel confident that we will be able to accommodate all testing candidates. If you have any questions or concerns, please do not hesitate to contact me. Thank you for your consideration.

Sincerely,

Sarah Resnick Carswell
Assistant Director, Testing

cc: Sue Legg
✓Ken Osfield

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1012 Turlington Hall, University of Florida, Gainesville, Florida 32611-2036 904/392-0371
EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Office of
Instructional
Resources
University of Florida

July 16, 1992

MEMORANDUM

TO: Dr. C. Nelson, Math Department
Dr. G. Myers, Chemistry Department

FROM: Sarah Resnick Carswell
Assistant Director, Testing

RE: ALL PLACEMENT TEST ANNOUNCEMENTS

Due to the impact of the Americans With Disabilities Act upon testing, I would like to request that the following text be incorporated into all materials which reference placement testing:

> 'All disabled examinees who require special testing conditions must contact the Office of Instructional Resources (904/392-3989) at least 72 hours prior to the examination.'

By adding this sentence I feel confident that we will be able to accommodate all testing candidates. If you have any questions or concerns, please do not hesitate to contact me. Thank you for your consideration.

cc: Sue Legg
Ken Osfield

1012 Turlington Hall, University of Florida, Gainesville, Florida 32611-2036 904/392-0371
EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

A.D.A. COORDINATION

Memo: Suggestion for Appointment of U.F. Compliance Officer
Memo: Appointment of U.F. A.D.A. Compliance Officer
Memo: Employment and Program Services Compliance
List of State A.D.A. Coordinators
Memo: Cooperation Between Compliance Officers

MEMORANDUM

To: Art Sandeen

From: Kenneth Osfield

Date: November 18, 1991

Re: Americans with Disability Act

As I continue to review ADA legislation and requirements of the act, I have found that we need to appoint a person(s) to coordinate compliance efforts. I've gone on the assumption that as 504 Compliance Officer, I would be the person. Keep in mind this effort needs to bring into account employment, public services and public accommodations at the University. Currently with 504, I work with access issues and Jackie Hart handles employment. May I suggest the same format for the ADA coordinators.

If I am to be the access coordinator, I will need a letter stating that. That letter will be included in the ADA compliance file I have been keeping. If it is not me, then I need to know who it will be, so I can pass along all the information I have on file.

cc: J. Scott

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UNIVERSITY OF FLORIDA
GAINESVILLE, 32611

VICE PRESIDENT FOR
STUDENT AFFAIRS

123 TIGERT HALL
904 392-1265

November 22, 1991

MEMORANDUM

TO: Ken Osfield, Office for Student Services

FROM: Art Sandeen, Vice President for Student Affairs art

Thanks for your note of November 18 concerning Americans with Disability Act. I would like to ask you to serve as the Coordinator of our compliance efforts concerning the ADA legislation and requirements. I appreciate your willingness to assume this responsibility.

AS/crd

cc: Dean Scott

EQUAL EMPLOYMENT OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

UNIVERSITY OF FLORIDA
GAINESVILLE, 32611

VICE PRESIDENT FOR
STUDENT AFFAIRS

122 TIGERT HALL
904 392-1265

RECEIVED
APR 13 1992
Florida Board of Regents
Office for Equal Opportunity Programs

April 9, 1992

Regina E. Sofer
Director
Office for Equal Opportunity Programs
325 West Gaines Street
Tallahassee, FL 32399-1950

Dear Ms. Sofer:

I received your letter, date April 2, 1992, requesting information on the status of our 504 Compliance Officer. As you know, Mr. Kenneth Osfield is the University of Florida's 504 Compliance Office for issues involving access to programs and services. Dr. Jacqueline Hart, is the 504 Compliance Officer for issues involving employment. As for the status of ADA Compliance, Mr. Osfield has been serving as ADA Coordinator since November 18, 1991. As with 504, he will only be working on issues relating to program and service access. Employment issues will again be handled through Dr. Jacqueline Hart's office.

If you have any questions, please contact me at SUNCOM 622-1265 or (904) 392-1265.

Sincerely,

Arthur Sandeen
Vice President for Student Affairs

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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ASST. DEAN OF STUDENT SERVICES
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UNIVERSITY OF FLORIDA

Office of the Provost
and Vice President for Academic Affairs

235 Tigert Hall
Gainesville, Florida 32611-2073

September 30, 1992

MEMORANDUM

TO: Council of Academic Deans

FROM: Andrew A. Sorensen, Provost

SUBJECT: Americans with Disabilities Act
Self-Evaluation Report - Due January 26, 1993

On July 26, 1990 the Americans with Disabilities Act was signed into law by President George Bush. The University is covered by that legislation under Title II. As a Title II institution, we are required to provide equal access for people with disabilities to all programs, services, and activities offered by the University.

As part of the requirements under the ADA, the University is also required to submit a transition plan for areas not accessible (due by July 26, 1992) and a Self-Evaluation of all programs, services, activities and facilities. The Self-Evaluation is due on January 26, 1993.

I have appointed Dr. Jacquelyn Hart and Mr. Kenneth Osfield to oversee various aspects of the Self-Evaluation. Dr. Hart will be responsible for all aspects of employment and Mr. Osfield will be responsible for coordinating the Self-Evaluation. Both will need the assistance of all Deans and Directors.

Attached is a list of questions that each college and department need to address. Please submit all reports to Mr. Kenneth Osfield, Assistant Dean for Student Services, Office for Student Services, P202 Peabody Hall (2-1261). If you are in need of any special assistance, please call Ken and he will provide 1-1 support or present information on the ADA to your department.

Thank you for assistance with this very important project.

cc: Dr. J. Hart
Mr. Ken Osfield

Telephone: (904) 392-2404 Suncom: 622-2404 Telefax: (904) 392-8735 Bitnet: SORENSEN@NERVM

Equal Employment Opportunity/Affirmative Action Employer

ADMINISTRATIVE AFFAIRS

Memo: Administrative Affairs Self Evaluation Questions
Administrative Affairs Self Evaluation
Florida Relay Service Announcement
Memo: A.D.A. Requirements for Renovation and Construction
Memo: Campus Deficiency Survey
Memo: Major/Minor Accessibility Projects
Memo: Accessibility in New Construction and Renovation
Parking Inventory
A.D.A. Workshop Workbook
Traffic and Parking Rules and Regulations
Memo: Handicapped Parking
Memo: Handicapped Vehicles on Campus
Summary of Parking Rules and Regulations
Handi-Van Pamphlet

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

MEMORANDUM

To: Gerald Schaffer
Otis Jones

From: Kenneth Osfield

Date: August 14, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Administrative Affairs Questions

On the folowing pages are some questions that I need answered for the self-evaluation. Please answer all highlighted quesitons. List question, followed by complete answer. Please **return to** the Office for Student Services / Programs and Services for Students with Disabilities **by October 30, 1992.** Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in Word format.) If there are any questions, please contact Ken Osfield at 2-1261.

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

MEMORANDUM

To: Gerald Schaffer
Otis Jones

From: Kenneth Osfield

Date: November 16, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Administrative Affairs Questions

In the original memo, previous page, I had attached a list of questions that I needed answered in order to complete the Self-Evaluation. I have listed the same questions and some additional ones below. I am looking for some general information on the following questions. If there are any questions, please call. I would like to have the information by December 7 if possible. Call if the date presents a problem. I apologize for the confusion on the questions.

Discuss the accessibility of stores owned or operated by the institution, from which students are normally expected to purchase books or materials for course assignments. What steps have been taken to ensure that all operations will be accessible to students in staff.

Does your institution provide vending machine services? If yes, how will you ensure that vending machines are accessible to students and staff.

(3) If you use telephones on campus, describe the steps taken to ensure that persons with hearing impairments will have equal access to telecommunication services.

(46) List all policies and practices of the institution related to student transportation, including the use of automobiles by students, student parking, or those dealing with the use of campus vehicles. Also, list any policy relating to parking for staff with disabilities. Are there assigned spaces? Or is there transportation provided.

(47) For each policy and practice listed in (46), discuss either: (A) how the policy or practice does not discriminate against persons with disabilities; or (B) steps that will be taken to modify the policy or practice to ensure nondiscrimination in the future. In cases where an institution provides parking space for its students, discuss the accessibility of such parking space for students with mobility impairments.

Discuss also steps that will be taken to ensure that all students (including those with sight or hearing impairments) are informed of the transportation services that the institution provides for its students.

(50) List all transportation services provided by the institution, including but not limited to subcontracted services. Are these services accessible to persons with disabilities? How will you ensure that current services and future services do not discriminate on basis of disability?

(51) Are maps available listing locations of disabled parking spaces? If no, are there plans to make maps available? If yes, where are the maps located?

UNIVERSITY OF FLORIDA

Administrative Affairs
Office of the Vice President

204 Tigert Hall
Gainesville, FL 32611

December 9, 1992

MEMORANDUM

TO: Mr. Kenneth Osfield

SUBJECT: Americans with Disabilities Act
Self-Evaluation Administrative Affairs
Questions

In your memorandum of November 16, 1992 you asked a series of questions concerning the Americans with Disabilities Act Self-Evaluation for Administrative Affairs. The following is a response to those questions:

1. (3) If you use telephones on campus, describe the steps taken to ensure that persons with hearing impairments will have equal access to telecommunication services.

Answer:

a. The University of Florida Physical Plant Division Telecommunications implemented "The Florida Relay Service" to assist hearing impaired in making and completing calls. This allows hearing and speech-impaired individuals to make regular telephone contact with anyone. This program was initiated as of June 1, 1992 and was advertised in the August, 1992 Physical Plant Division newsletter. Enclosed is an article describing the features of this system.

b. The University of Florida Physical Plant Division has implemented a program to replace emergency elevator phones with ADA compliant devices, as the opportunity permits itself. As existing phone units become defective or vandalized, they are replaced with ADA compliant units that activate a light on the unit when the unit is in operation.

c. The University of Florida Physical Plant Division provides consulting or assistance to university departments that inquire about obtaining a Telecommunications Device for the Deaf (TDD). University departments that normally do not provide telephone access to the public are not required to provide these devices; however, departments may want to do so as a courtesy. The Physical Plant Division is currently preparing a bid for establishing a source for TDD devices.

904-392-1336
EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

d. The University of Florida Physical Plant Division is coordinating with Southern Bell Coin in surveying all university payphones to ensure ADA compliance. The survey will include accessibility issues as well as providing Text telephones or TDD devices.

2. (46) List all policies and practices of the institution related to student transportation, including the use of automobiles by students, student parking, or those dealing with the use of campus vehicles. Also, list any policy relating to parking for staff with disabilities. Are there assigned spaces? Or is there transportation provided?

Answer:

All students are allowed to register automobiles and park on campus. Student parking is provided in specific lots. A student with a state handicap permit is not restricted to the student lots and may park in any lot, including faculty and staff lots. Additionally, anyone with a state handicap permit may park in identified handicap spaces and metered spaces. Faculty and staff with disabilities may receive an assigned space. The University operates a shuttle service on campus for individuals with disabilities. Arrangements for pick up and delivery can be made in advance or upon request. The purchase of a bus pass is required.

3. (47) For each policy and practice listed in (46), discuss either: (A) how the policy or practice does not discriminate against persons with disabilities; or (B) steps that will be taken to modify the policy or practice to ensure nondiscrimination in the future. In cases where an institution provides parking space for its students, discuss the accessibility of such parking space for students with mobility impairments.

Discuss also steps that will be taken to ensure that all students (including those with sight or hearing impairments) are informed of the transportation services that the institution provides for its students.

Answer:

As outlined in the answer to question (46), individuals with disabilities are provided parking within reasonable distances from destination points. In addition, a bus service is available, therefore, none of the polices discriminate against persons with disabilities.

Information regarding the University's parking rules and regulations and transportation services is available at Parking Administrative Services, the University Police Department, Student Traffic Court, and the Office for Student Services. This information is available in

alternate format for individuals with sight impairments upon request to Parking Administrative Servics. Parking Administrative Services does not currently host public presentations. All information is available in writing. No special arrangements are needed for hearing impaired.

4. (50) List all transportation services provided by the institution, including but not limited to subcontracted services. Are these services accessible to persons with disabilities? How will you ensure that current services and future services do not discriminate on the basis of disability?

Answer:

The University operates a shuttle service for individuals with disabilities. This service is available for pick up and delivery anywhere on campus. The University also contracts with the City for bus service on campus. The City's buses do not currently comply with the Americans with Disabilities Act accessibility guidelines; however, the City has obtained a grant to purchase four handicap accessible buses and hopes to have full fleet compliance by the year 2000.

5. Are maps available listing locations of disabled parking spaces? If no, are there plans to make maps available? If yes, where are the maps located?

Answer:

Yes, maps are available at Parking Administrative Services, Building 112 North South Drive, the University Police Department, Building 51 Museum Road and the Office for Student Services, Room 204 Peabody Hall.

6. Does your institution provide vending machine services? If yes, how will you ensure that vending machines are accessible to students and staff?

Answer:

Yes, vending machine service is available to students and staff on campus. Several years ago, the vending industry began lowering the coin mechanisms and buttons on vending machines to allow chair users to insert money into the slot and select a product with less effort. The product dispensers on all machines are located within easy reach of chair users. Most machines are located in extra-wide hallways or in stand alone buildings with wide entrances and no steps.

7. Discuss the accessibility of stores owned or operated by the institution, from which students are normally expected

to purchase books or materials for course assignments. What steps have been taken to ensure that all operations will be accessible to students and staff?

Answer:

The University of Florida Bookstore operates three stores on campus. Following is a discussion of accessibility in each store:

The Hub Building:

a. Parking Areas: Handicapped parking spaces located next to store.

b. Elevators: Accessibility to all floors for the general public.

c. Bathrooms: Handicapped facilities in bathrooms.

d. Aisles: Major traffic aisles are all wide enough for easy wheel chair access.

e. Ramps: Main sales floor is on two levels and is accessible by a ramp.

f. Doors: No internal door limits accessibility to customer areas.

g. Check Out Aisles: Major check out aisles are wide enough for wheel chair access.

h. Dressing Rooms: Accessible to wheelchairs.

Medical Center Store:

This store is located inside of the J. Hillis Miller Health Center Building. This building is accessible to handicapped persons and there is elevator service to the floor that bookstore is located.

a. Aisles: Major traffic aisles are all wide enough for easy wheel chair access.

b. Doors: No internal door limits accessibility to customer revenue areas.

c. Check Out Aisles: Major check out aisles are wide enough for wheel chair access.

J. Wayne Reitz Union Store:

This store is located inside of the J. Wayne Reitz Union Building. This building is accessible to handicapped

persons and there is elevator service to the floor that bookstore is located.

a. Aisles: Major traffic aisles are all wide enough for easy wheel chair access.

b. Doors: No internal door limits accessibility to customer revenue areas.

c. Check Out Aisles: Major check out aisles are wide enough for wheel chair access.

I believe that the preceding discussion provides the answers you were requesting. If you have any further questions, please advise.

Otis Jones
Assistant Vice President
for Administrative Affairs

OJ/ams

Enclosure

cc: Mr. Gerald Schaffer
Mr. Ed Poppell

New Phone Service Aids the Hearing-Impaired

Hearing and speech-impaired individuals can now make regular telephone contact with anyone as of June 1, 1992 due to the opening of the Florida Relay Service. FRS, based in Miami and provided by MCI Telecommunications Corporation, links customers through a regular telephone, a communication assistant and a Telecommunications Device for the Deaf (TDD).

The hearing user of FRS calls the communication assistant at the service who relays the message to the hearing-impaired user by sending a visual, word-for-word message on the TDD. In reverse, the hearing-impaired user types a message into the TDD and the communication assistant relays the message verbally to the hearing user.



If you are hearing-impaired and want to call a hearing person, dial 1-800-955-8771 and have the desired telephone number ready to give to the communication assistant. If you are a hearing person wishing to contact someone who is hearing-impaired, dial 1-800-955-8770. Calls from TDD-to-TDD may be handled directly without the communication assistant.

There is no charge for the Florida Relay Service except on long-distance calls, and these calls are given discounted rates. There is a 50% discount for calls within Florida. Other discounts apply for interstate calls. Evening rates apply for day calls and night/weekend rates apply for evening calls. The Florida Relay Service is available 24 hours a day, 365 days of the year. Currently, Florida Telecommunications Relay Inc., a nonprofit organization, provides TDD's to Florida residents at no charge. Requestors, however, must submit to a test by an audiologist to determine that they are hearing-impaired. To obtain information about acquiring a TDD, call 1-800-222-3348.

The Florida Relay Service is an alternative method for state government offices in their compliance with the federal Americans with Disabilities Act. Offices that previously installed text telephones for the hearing impaired can now use FRS for the same purpose.

To find out more, dial 1-800-955-8013.

ALSO FROM TELECOMMUNICATIONS... **In an earlier issue of Shop Talk all University departments were alerted about the upcoming changes in long-distance dialing. This is a reminder for those who did not see the article or have forgotten the procedures. On October 4, 1992, 10-digit dialing will be MANDATORY. Even if you are dialing within the 904 area code, you must dial the area code (ex. 0/1 + 904 + XXX-XXXX).**

Departments' automatic dialers, remote call forwarding, speed calling or PBX automatic dialing equipment will be affected. Telephone numbers for automatic dialing must be reprogrammed.

Shop Talk is printed on a recyclable paper product by the Physical Plant Division, University of Florida.
Director – Robert D. Cremer, Jr. Education and Training Specialist – Sara Lynn McCrea
Editor – Tiffani G. Lee

GERALD LEWIS
COMPTROLLER OF FLORIDA

OFFICE OF COMPTROLLER

DEPARTMENT OF BANKING AND FINANCE
STATE OF FLORIDA
TALLAHASSEE
32399-0350

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cc: Heidler
J. Hart
K. Osfield
E. Hawley
12/7

November 19, 1992

COMPTROLLER'S MEMORANDUM NO. 08 (1992-93)

SUBJECT: AMERICANS WITH DISABILITIES ACT - DOCUMENTATION OF PURCHASES MADE PURSUANT TO THE ACT

The Americans with Disabilities Act (ADA), PL 101-336, requires that agencies, as employers, make several determinations when an applicant or employee requests "reasonable accommodation" for a disability and provide the "reasonable accommodation." The ADA provides that records related to an individual's disability must be kept confidential. In order to comply with the requirements of the ADA and still maintain some measure of accountability for State funds expended, the need for purchasing items necessary for an agency to comply with the ADA should be documented in the following manner.

When payment is requested for an item, pursuant to the ADA, the purchase of which would not otherwise be a lawfully authorized or appropriate use of State funds, the voucher must include a statement from the agency head or his designee certifying that:

1. An employee of the agency or an applicant for a position has requested "reasonable accommodation" pursuant to the ADA, to assist him in performing his assigned duties or in applying for a position;

2. The agency has determined that the individual is a "qualified individual with a disability" as defined in the ADA;

3. The agency has determined that purchase of the item in question is a "reasonable accommodation" pursuant to the ADA for that employee or applicant; and

4. The agency will maintain all records related to this purchase for seven years and make those records available for review by persons authorized to review such records.

Additionally, such vouchers should contain a file number or other code by which the voucher can be readily traced to the confidential records maintained by the agency. If additional information is needed regarding this memorandum, please call Dan McCall at 488-7193, SUNCOM 278-7193.

Sincerely,

for Jana I. Walling, Director
Division of Accounting
and Auditing

JIW:DMc:kbr

UNIVERSITY OF FLORIDA
OFFICE OF ADMINISTRATIVE AFFAIRS

CAMPUS PLANNING AND
CONSTRUCTION MANAGEMENT DIVISION
232 Stadium
Gainesville, Florida 32611-2033
Telephone (904) 392-1256
Facsimile (904) 392-6378

August 21, 1992

MEMORANDUM

TO: Ken Osfield

FROM: Scott Sloan

SUBJECT: **ADA Requirements for Renovation and New Construction**

Ken, the following information should be helpful to you in understanding the accessibility standards which will be implemented by the office of Campus Planning for all renovation and major construction projects on campus.

The university has selected, pursuant to Title II Section .62000, that it will be an ADAAG institution. We will follow the Americans with Disabilities Act Accessibility Guidelines issued July 26, 1991 in all major renovation and new construction projects.

As of January 1, 1992, the ADAAG document was issued to all design professionals as a supplement to the University Planning Design and Construction Information Guide. The University Guide also includes the requirement for at least one electronically operated entrance door on each major renovation and new construction project.

Attached for your use are copies of both documents. Do not hesitate to contact me if you should have any questions or need additional information.

SS/tlM:SS66

Enclosure

ADA

PLANNING, DESIGN AND CONSTRUCTION INFORMATION GUIDE

UNIVERSITY OF FLORIDA

Gainesville, Florida

The information contained in this manual supplements the Architectural Facilities Program and is provided to assist the Architect/Engineer in the planning, design and construction of facilities for the University of Florida. This information is not intended to supercede the A/E's own investigations, analysis, and conclusions, or applicable Codes and Standards. Substitutions for a specified system, product or material will be considered only if a written request is submitted to the Campus Planning and Construction Management office.

The information is divided into six sections, with each section representing a Division of the State University System or the University of Florida, each having input in the construction process. The six sections are as follows:

State University System

Campus Planning and Construction Management

Environmental Health and Safety

Physical Plant Division

University Committees

University Police Department

ACCESS FOR DISABLED PERSONS

Every reasonable effort must be made to ensure that new construction and major renovations meet the needs of our disabled community. The following areas are of particular importance:

1. Fixed seating plans in classrooms and auditoria should accommodate disabled persons. Designated spaces shall be set aside for wheelchairs in both the front and back of the rooms.

2. Laboratories should have counter space accessible for disabled users; sinks, showers, fume hoods, etc., should be disabled accessible.

3. Stages, and other raised areas, in classrooms or auditoria, should have access for mobility-impaired users.

4. Sound systems in classrooms and auditoria should be designed for hearing impaired persons.

5. Public-use telephones need to be mounted at the proper height for mobility-impaired persons.

6. Work stations in computer laboratories need to accommodate mobility-impaired persons.

7. All curb cuts and walkways should have tactile markings for visually impaired persons.

8. At least one entrance door shall be electrically operated, with wheelchair-access sign.

9. Elevators should be centrally located. Elevator call buttons need to be installed so that mobility-impaired persons can have a clear approach from left, right and front.

10. Exterior and interior doors shall meet code for opening force.

11. Study rooms and libraries need areas set aside for disabled persons, and disabled-accessible tables.

ACCESS FOR DISABLED PERSONS CONT'D

12. Reception desks need to accommodate wheelchair users. At least some counter space less than 34" high must be provided.

13. Door handle levers shall be used instead of round door knobs in all public-use areas.

EXTERIOR EQUIPMENT PROTECTION AND LOCATION

All exterior equipment must be provided with adequate physical protection in the form of fencing, guardrails or bollards, as necessary. Locate so as to be visually unobtrusive; coordinate with Architect and Project Manager. Roof overhangs shall be protected from vehicle traffic or have a free clearance of at least 14' 6" feet.

UTILITIES IMPACT POLICY

Projects are responsible for funding all utility infrastructure upgrades necessitated by that Project.

UTILITY DESIGN

PPD has on file master plans for the various utility systems on campus (fire flow, chilled water plants & distribution, steam, sanitary, irrigation, electrical, storm drainage, Telecommunications, Energy Management & Fire Alarm network). These plans were developed to assist in planning campus utility expansion & renovation for future facilities as well as upgrading the existing utility systems. Designers of new facilities may consult these studies for information on potential utility impact of new facilities; however, the approval of the PPD Utility Planning Engineer must be obtained before design is finalized.

Fire water mains

Exterior fire-flow design shall be in accordance with "Water System Evaluation, Fire Demand Analysis, System Evaluation and Alternative Analysis" - by Hunter/RSH, October 1989. Specifics include minimum pipe sizing for fire flow zones established by the Gainesville Fire & Rescue Department.

DIVISION 8 - DOORS AND WINDOWS

PART 1 - GENERAL

1.1 DOORS

A. Types

1. All typical interior hinged doors should be stain grade, plain sliced, solid core white birch, with 1-1/2 hour fire rating. Hollow core, or formica covered doors are not acceptable. Fire rated doors and frames shall have appropriate labels.
2. Custodial closets in corridors require rated, self-closing door.
3. For renovations, door finish and style shall be in keeping with those that remain. Hallways shall be uniform.
4. Exterior doors should be solid core flush steel.
5. Storefront aluminum/glass should be used only for main entrances. Thin-profile doors are not to be used; typical storefront doors should have heavier stiles and rails, equal to Kawneer 350 or 500 series.

B. Door Frames

1. Should be hollow metal, fully welded along entire depth.

C. Door Hinges

1. Use solid brass, unpainted, 4-1/2"X 4-1/2" ball-bearing hinges. Exterior hinges should have non-removable pins.

D. Locksets

1. All locksets shall be institutional grade, mortise locksets.
2. No key-in-knob locksets may be used.
3. Handles shall be lever type - knobs are not acceptable.
4. Standard lockset is Sargent #7700 Series, MRL with X US26D finish. Other acceptable manufacturers: Precision; Russwin.
5. Double-keyed locksets are strictly forbidden from all doors used for egress, and providing two separate locks on any door is also forbidden.
6. A key-operated by-pass must be installed with all non-standard door locking mechanisms (e.g. key-pad operated magnetic locks).
7. On partial renovation projects, all door hardware should match existing.
8. Cylinders shall be removable core, equal to Sargent, Cat #142 mortise and #134 rim.

E. Door Closers

1. Shall have adjustable spring pressure. Hold-open feature should not be specified. Acceptable manufacturer: LCN, Series 4041, or equal.

F. Hold-Open Devices

1. Magnetic hold-open devices should be specified in areas where automatic door closers are required, but traffic patterns force the doors to be normally open. The hold-open devices shall automatically release the doors upon activation of the fire alarm system or power failure.

G. Panic Devices

1. Panic devices shall be installed only on doors serving spaces with 100 or more occupants. All panic devices should be capable of being locked and unlocked by a control cylinder on the inside of the door.
Vertical rod devices should only be used on double leaf doors. When used, they shall be surface mounted - concealed is not acceptable.
Provide a guard over the bottom bracket of exposed vertical rods to protect against damage. Standard units are Sargent #8866 x MAL x US32D (rim type, for single doors), and Sargent #8766 x MAL x US32D (vertical rod type, for double leaf doors). Other acceptable manufacturers: Precision; Von Duprin.

H. Disabled Access

1. On new buildings and major renovations, at least one entrance door shall be electrically operated, to facilitate access by disabled persons.

I. Door Keying

1. General.
All door lock installations must be compatible with the University Master Key System.
The University of Florida uses proprietary keyways, and needs to specify the manufacturer of the lock cylinders for each building. All other door hardware must be compatible with these cylinders.

2. On projects up to $15,000 with less than 10 locksets, the cylinders will be furnished and keyed by PPD Maintenance, at no cost to the contractor. The project will, however, pay the applicable costs. On projects from $15,000 to $500,000 the contractor will purchase the cylinders from PPD maintenance. In either case, the following shall apply:

   a) Cylinders will be issued from and keyed by the Physical Plant Division Key Shop, but installed by the contractor.

   b) At the start of the Project, the Project Manager shall provide the PPD Key Shop with the following:

      1) Hardware schedule,
      2) Building Blueprints, showing actual room numbers, and
      3) Name of contact person for keying.

UNIVERSITY OF FLORIDA
OFFICE OF ADMINISTRATIVE AFFAIRS

CAMPUS PLANNING AND
CONSTRUCTION MANAGEMENT DIVISION
232 Stadium
Gainesville, Florida 32611-2033
Telephone (904) 392-1256
Facsimile (904) 392-6378

April 7, 1992

MEMORANDUM

TO: Ken Osfield

FROM: Scott A. Sloan

RE: Building Deficiency Survey

Ken, I am writing to let you know that we will be taking a major step forward in our ADA compliance on campus. We have begun, through my office, a building deficiency survey for the total campus, including all buildings operated by Education and General, Health Center, and IFAS. The survey will be carried out by architectural and engineering consultants as well as University staff. Included in this survey will be deficiencies related to handicapped access and ADA compliance. A draft report will be completed by June 30, 1992 with the final draft to follow one month later. The report will note both deficiencies and corrective costs associated.

This study should help immensely in the development of an action plan related to ADA compliance. I will forward a draft as soon as it is available.

Do not hesitate to contact me if you should have any questions.

SAS/tcM:KO

cc: Otis Jones

BDS

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

UNIVERSITY OF FLORIDA
OFFICE OF ADMINISTRATIVE AFFAIRS

CAMPUS PLANNING AND
CONSTRUCTION MANAGEMENT DIVISION
232 Stadium
Gainesville, Florida 32611-2033
Telephone (904) 392-1256
Facsimile (904) 392-6378

December 23, 1991

MEMORANDUM

TO: Carol Walker
Kovin Smith
Bob Cremer
John Carlson
Richard Shortridge
Ken Osfield
Isis Carbajal de Garcia

FROM: Scott Sloan

RE: Campus Accessibility Standards

I will be scheduling, in the near future, a meeting to discuss campus wide accessibility standards for disabled persons which will be implemented on all major and minor construction projects. The agenda for the meeting will consist of two items. First, a description of the standards and, second, implementation and enforcement.

It is most important that we have a consistant plan for implementation of the accessibility standards in order to be compliant with the Americans with Disabilities Act.

SAS/tcM:CAS

cc: Otis Jones

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

UNIVERSITY OF FLORIDA
GAINESVILLE, 32611

VICE PRESIDENT FOR
STUDENT AFFAIRS

123 TIGERT HALL
904 392-1265

December 5, 1991

MEMORANDUM

TO: Dr. Helen Mamarchev, Mr. Scott Sloan, Mr. Otis Jones, Ms. Isis Carbajal deGarcia, Mr. Ken Osfield, Mr. Jerry Schaffer, Mr. Dave Kratzer, Mr. James Grimm, Mr. Ed Poppell

FROM: Art Sandeen, Vice President for Student Affairs art

I'm attaching a copy of a letter to me from Scott Sloan concerning accessibility. In view of the importance of this subject and the proposed changes that Scott has made for achieving accessibility, I believe it would be helpful to meet and discuss this matter one more time. I think it is very important that we are all in agreement as to how we will proceed on this issue.

Carolyn will be contacting you soon to coordinate this meeting. Thank you for your consideration of this request.

AS/crd

Attachment

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

UNIVERSITY OF FLORIDA
OFFICE OF ADMINISTRATIVE AFFAIRS

CAMPUS PLANNING AND
CONSTRUCTION MANAGEMENT DIVISION
232 Stadium
Gainesville, Florida 32611-2033
Telephone (904) 392-1256
Facsimile (904) 392-6378

November 21, 1991

Dr. Art Sandeen
Vice President for Student Affairs
123 Tigert

RE: Major/Minor Project/Disabled Person Accessibility

Dear Art:

It has been some time since we met with Ken, Isis and Helen to discuss the problems of access as it relates to both major and minor projects. At that time, I indicated that I would look to adding a check off on the Form 90 for project accessibility (minor projects seemed to be the most problematic). In light of the new legislation, specifically the Americans with Disabilities Act, I have decided to chose an alternative method to the designer check off to assure accessibility. I will explain why this decision was made and outline the steps that will be taken to ensure accessibility.

The new ADA legislation places accessibility into the arena of Civil Rights with enforcement basically left up to the individual and court system. Unlike fire codes, there are no mandatory requirements to follow which would render a facility "accessible" if complied with. There is yet to be an agency established to create such a "code" or to review documents. In light of this, it would be difficult to require someone to sign off that plans for a project are "accessible". What we might determine as accessible might not be in the eyes of the individual.

In lieu of a "sign off", we are going to approach the issue of accessibility with a different methodology. We will require all major projects to follow guidelines for accessibility including the proposed ADA guidelines as well as meeting criteria specifically set forth by this office, developed in conjunction with the Disabled Persons Needs Committee. These guidelines and specific University requirements will be set forth in a document of University Construction Standards which will be issued to all architects prior to the commencement of a project. This same document will be issued in conjunction with minor projects as well. It will be the responsibility of the project managers, during project reviews, to see to it that the standardss are met.

Art, I believe that it would be in the best interest of the University to proceed in this manner. We are also awaiting specific policy direction from the BOR which hopefully will help reinforce our position on accessibility.

I apologize for the delay in this reply. The issues have become complex with much work to be done in the future.

Sincerely,

Scott A. Sloan, AIA
Director

SAS/tcM:AS

cc: Otis Jones
Isis Carbajal deGarcia
Ken Osfield
Helen Mamarchev

University of Florida OFFICE FOR STUDENT SERVICES Division of Student Affairs

MEMORANDUM:

To: Scott Sloan

From: Kenneth Osfield
Assistant Dean for Student Services
Coordinator of Programs and Services for Disabled Students

Date: December 3, 1990

Re: Accessibility in new construction and renovation

This letter is in follow up to our October 4th meeting. At our last meeting we discussed concerns from the Committee on Disabled Persons in regard to accessibility. There has been a great deal of concern that we are currently building new buildings and renovating older buildings that do not meet the needs of our disabled community. Auditorium and classroom designs do not accommodate individuals who use wheelchairs (New Chemical building). Signage in buildings do not accommodate visually impaired persons (signs above doors). Lab spaces, libraries and computer labs also do not meet the needs of special populations. These are just a few of the committee's concerns. In an effort to assist in identifying areas of concern, the committee has put together a list of what we call "Hot Areas" that need to be looked at during all planning, in new buildings and renovations.

Our hope is that your office develop a list, that would be made available to all companies bidding on projects, that would highlight the areas of concern. By doing this each company would know what is expected when they submit plans. All plans should include accessible; classrooms, auditoriums, doors (hardware), computer labs, signage etc...

The following are "Hot areas" identified by the committee on Disabled Persons:

1. Seating in auditoriums - fixed seating plans need to take into account disabled persons. Spaces need to be set aside for wheelchairs. Also not just in front or back but both areas. Designated spaces should be varied.
2. Seating in classrooms same as above.
3. Labs - any counter space should have accessible work areas for disabled users. Counters, sinks, showers etc...
4. Stages - any stage, either in classrooms or auditoriums should have access for mobility impaired users. There should be no raised areas unless accessible.
5. Sound systems in auditoriums and classrooms should be designed for hearing impaired.
6. Public use telephones need to be proper height for mobility impaired.
7. Computer labs - work areas need to accommodate mobility impaired.
8. Walkways - all curb cuts and walkways should have tactile markings for the visually impaired.
9. Signage - interior signage should be at ANSI Code height - in order for visually impaired to read signages. Signs should not be on top of doors..
10. Signage -exterior - disabled user entrance should be marked.
11. Elevators should be centrally located.
12. Exterior and Interior doors need to meet code for opening force. Building should not be considered complete until doors are all checked and meet code.

129 Tigert Hall Gainesville, FL 32611-2073 (904) 392-1261 (TTY or VOICE)

13. Elevator call buttons - need to be accessible. Installed so that mobility impaired can have a clear approach from left and right sides and front.
14. Study areas and libraries need areas set aside for the disabled; tables that can be accessed.
15. Reception areas - reception desks need to accommodate wheelchair users. Counters must have varied heights if over 34 inches high.
16. The traditional round style knob should be completely eliminated in all public use areas. Instead we should have handles that have a shape that is easy to grasp, and manipulate.

cc: Committee on Disabled Persons

UNIVERSITY OF FLORIDA PARKING INVENTORY

INVENTORY 1991									
	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL 1991	TOTAL 1990
ALL DECAL	1804	106	8	0	31	18	12	**1979**	2097
ATHLETIC ASSOC.	30	0	0	0	3	0	0	**33**	39
BLUE 1	1669	5	11	10	78	22	3	**1798**	1932
BLUE 2	60	0	1	0	18	0	0	**79**	125
BROWN A	509	0	0	0	1	4	0	**514**	583
BROWN C	257	12	0	0	0	2	0	**271**	281
BROWN D	233	0	1	0	0	0	0	**234**	233
BROWN E	105	0	4	0	16	1	0	**126**	126
COMMUTER	2921	4	9	0	21	3	0	**2958**	3083
COMMUTER B	28	0	0	0	3	0	0	**31**	31
GATED B	317	0	0	0	1	1	0	**319**	327
GATED C	456	0	0	0	17	1	0	**476**	473
HEALTH CENTER	742	0	0	0	0	0	0	**742**	0
METERS	0	0	20	229	23	3	0	**275**	273
ORANGE 1	769	254	26	10	99	3	20	**1181**	1144
ORANGE 1,2	478	77	6	15	2	1	7	**586**	0
ORANGE 1,2,3	991	175	18	25	11	4	0	**1224**	1395
ORANGE 1,3	55	0	2	0	3	0	0	**60**	20
ORANGE 2	910	62	25	26	106	22	22	**1173**	1290
ORANGE 3	344	0	8	0	39	6	0	**397**	395
PARK & RIDE	539	0	0	0	0	0	0	539	747
RADIATION CENTER	24	0	2	0	4	0	0	**30**	0
RED DORMITORY	2022	219	9	14	45	8	4	**2321**	2268
SERVICE DRIVE	47	0	16	0	62	17	25	**167**	59
VET. CLINIC	43	0	1	0	1	5	4	**54**	0
VISITOR LOTS	701	0	5	0	8	0	0	**714**	569
TOTAL 1991	**16056**	**914**	**172**	**329**	**592**	**121**	**97**	**18281**	17490
TOTAL 1990	15440	969	127	332	429	69	124	17490	

INVENTORY 1991							Last change made on -- 5/31/91			
	SCOOTER	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVICE	STATE	TOTAL
ATHLETIC ASSOC.	NO	30	0	0	0	3	0	0	33
TOTAL		30	0	0	0	3	0	0	33

INVENTORY 1991						Last change made on -- 9/6/91			
	SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
AGRONOMY - IFAS(0	NO	13	0	0	0	0	0	0	13
ANIMAL NUT. (082)	YES	64	0	0	0	0	0	0	64
ANIMAL SCIENCE (08	NO	29	0	0	0	0	0	0	29
BETA WOODS (063)	NO	116	0	0	0	0	0	0	116
ENERGY EDUC.	NO	24	0	0	0	0	0	0	24
ENTOMOLOGY (074)	NO	64	0	2	0	2	16	0	84
FIFIELD HALL (067)	YES	143	0	0	0	0	0	0	143
FRAT ROW (S05)	NO	181	0	1	0	2	0	0	184
FRAT ROW (064)	NO	281	0	0	0	6	0	0	287
HARN MUSEUM	NO	218	0	0	0	0	0	0	218
IFAS FAC. OPER.(070	NO	32	0	0	0	3	0	11	46
IFAS INFO. (069)	NO	40	0	0	0	0	0	1	41
LIVESTOCK PAV. (07	NO	50	0	0	0	0	0	0	50
MAIN FARM (068)	NO	65	0	0	0	1	0	0	66
MRI CENTER (075)	NO	13	0	2	0	0	0	0	15
NUCLEAR RES. (090)	NO	68	0	0	0	1	1	0	70
PESTICIDE (071)	NO	30	0	0	0	0	0	0	30
POULTRY UNIT (073)	NO	32	0	0	0	0	0	0	32
SFRC PLANT	NO	4	0	0	0	0	0	0	4
SWINE UNIT	NO	24	0	0	0	0	0	0	24
VET. MED. (081)	NO	153	0	0	0	1	1	0	155
VET SCIENCE (072)	NO	39	0	0	0	4	0	0	43
WALLACE BLG. (068)	NO	10	0	0	0	3	0	0	13
WEST TRACK (057)	NO	69	106	3	0	0	0	0	178
WOMEN'S CLUB (059	NO	42	0	0	0	8	0	0	50
TOTAL		1804	106	8	0	31	18	12	1979

INVENTORY 1991						Last change made on -- 5/31/91			
	SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
CENTER DRIVE (S04)	YES	63	0	0	0	3	0	0	66
COMM. DIRT LOT (03	NO	225	0	0	0	0	17	0	242
COMMUMICORE (037	YES	199	0	6	0	53	5	1	264
GARAGE #4 WEST (0	NO	753	0	0	0	0	0	0	753
HUMAN DEV. (039)	YES	123	0	3	0	0	0	0	126
NEWELL DIRT LOT(0	NO	43	0	0	0	0	0	0	43
NEWELL DRIVE (S03)	NO	47	0	0	0	1	0	0	48
STEAM PLANT NE (04	NO	45	0	0	0	0	0	2	47
STEAM PLANT S. (04	NO	50	0	0	6	0	0	0	56
UNIV. PHY. (076)	YES	121	5	2	4	21	0	0	153
TOTAL		1669	5	11	10	78	22	3	1798

INVENTORY 1991						Last change made on -- 5/31/91			
	SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
VET. MED. (081)	NO	60	0	1	0	18	0	0	79
TOTAL		60	0	1	0	18	0	0	79

INVENTORY 1991						Last change made on --5/31/91			
	SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
MAGUIRE (086)	YES	294	0	0	0	1	4	0	299
UNIVERSITY (087)	NO	215	0	0	0	0	0	0	215
TOTAL		509	0	0	0	1	4	0	514

INVENTORY 1991							Last change made on -- 5/31/91			
		SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
CORRY VILLAGE (065		YES	257	12	0	0	0	2	0	271
TOTAL			257	12	0	0	0	2	0	271

INVENTORY 1991							Last change made on -- 5/31/91			
		SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
DIAMOND (013)		YES	233	0	1	0	0	0	0	234
TOTAL			233	0	1	0	0	0	0	234

INVENTORY 1991						Last change made on -- 5/31/91			
	SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
SCHUCHT (041)	YES	105	0	4	0	16	1	0	126
TOTAL		105	0	4	0	16	1	0	126

INVENTORY 1991						Last change made on- 9/9/91			
	SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
ASTRONOMY OBSVT	NO	16	0	0	0	4	0	0	20
BETA WOODS (063)	NO	181	0	0	0	0	0	0	181
BUS LOT (048)	NO	408	0	0	0	0	0	0	408
EAST LAW (061)	NO	123	0	0	0	0	3	0	126
GARAGE #5 (049)	NO	840	0	0	0	0	0	0	840
LAW CENTER CIRCL	NO	5	0	2	0	6	0	0	13
O'CONNELL (025)	NO	632	0	5	0	0	0	0	637
PARKING ADM. (047)	NO	305	0	0	0	0	0	0	305
PHYSICAL PLANT (08	NO	282	0	1	0	10	0	0	293
RADIO ROAD (S10)	NO	34	0	0	0	1	0	0	35
VILLAGE DRIVE(S06)	NO	95	4	1	0	0	0	0	100
TOTAL		2921	4	9	0	21	3	0	2958

INVENTORY 1991							Last change made on -- 5/31/91			
		SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
PRINTING		NO	28	0	0	0	3	0	0	31
TOTAL			28	0	0	0	3	0	0	31

INVENTORY 1991							Last change made on -- 5/31/91			
		SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
GARAGE #2, L-1 (044		NO	80	0	0	0	0	0	0	80
GARAGE #2, L-2 (044		NO	237	0	0	0	1	1	0	239
TOTAL			317	0	0	0	1	1	0	319

INVENTORY 1991							Last change made on -- 5/31/91			
		SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
GARAGE #1 (040)		NO	458	0	0	0	17	1	0	476
TOTAL			458	0	0	0	17	1	0	476

INVENTORY 1991										
5/31/91										
		SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
HARN MUSEUM (088)		NO	0	0	2	36	4	1	0	43
TOTAL			0	0	2	36	4	1	0	43

INVENTORY 1991							Last change made on -- 5/31/91			
		SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
SHEALY ROAD (075)		NO	742	0	0	0	0	0	0	742
TOTAL			742	0	0	0	0	0	0	742

INVENTORY 1991						Last change made on -- 9/6/91			
	SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
JHMHC (045)	YES	0	0	18	45	16	2	0	81
REITZ UNION (031)	NO	0	0	0	148	3	0	0	151
HARN MUSEUM	NO	0	0	2	36	4	1	0	43
TOTAL		0	0	20	229	23	3	0	275

INVENTORY 1991							Last changes made on -- 7/11/91			
		SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
ARCHITECTURE (004		NO	28	0	2	0	9	0	0	39
BROWARD (005)		YES	62	36	2	0	0	0	0	100
DAUER HALL (028)		NO	76	0	4	0	16	0	0	96
FLETCHER DR. (S02)		NO	0	58	0	0	0	0	0	58
HUB/WILLIAMSON H		NO	1	11	1	0	5	0	0	18
INFIRMARY SOUTH (		NO	19	38	2	0	25	0	1	85
INNER ROAD (S08)		NO	57	42	0	0	0	0	1	100
LEIGH HALL (024)		NO	120	0	7	0	8	0	0	135
LIBRARY WEST (003)		YES	123	0	2	10	4	0	0	139
MCCARTY LOT (032)		YES	107	69	0	0	5	0	1	182
NEWELL DRIVE N. (S		NO	22	0	2	0	5	0	1	30
SOUTH END ZONE (0		NO	45	0	1	0	5	2	0	53
MCCARTY DRIVE (S0		NO	69	0	0	0	8	1	0	78
UNION ROAD WEST		NO	12	0	1	0	9	0	16	38
REC. CENTER		NO	28	0	2	0	0	0	0	30
TOTAL			769	254	26	10	99	3	20	1181

INVENTORY 1991										
6/28/91										
		SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
AEROSPACE (033)		YES	313	48	2	15	2	0	0	380
FRAZIER ROGERS (0		NO	78	1	2	0	0	1	7	89
ALUMNI AFFAIRS (02		NO	22	8	0	0	0	0	0	30
LAW CENTER (060)		NO	34	12	2	0	0	0	0	48
FOUNDATION		NO	31	8	0	0	0	0	0	39
TOTAL			478	77	6	15	2	1	7	586

INVENTORY 1991						Last changes made on -- 7/10/91			
	SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
GARAGE #3 (008)	NO	550	0	0	0	0	0	0	550
NORMAN NORTH (00	NO	23	0	1	0	0	0	0	24
NORMAN SOUTH (0	YES	159	0	3	0	6	4	0	172
O'CONNELL (026, 02	NO	259	175	14	25	5	0	0	478
TOTAL		991	175	18	25	11	4	0	1224

INVENTORY 1991							Last changes made on -- 6/28/91'			
		SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
UNION ROAD EAST (		NO	55	0	2	0	3	0	0	60
TOTAL			55	0	2	0	3	0	0	60

INVENTORY 1991						Last changes made on -- 9/6/91			
	SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
AG ENGINEERING (D	NO	42	0	2	0	3	8	11	66
ANIMAL SCIENCE (08	NO	88	0	1	0	4	0	0	93
BLACK HALL (035)	YES	77	0	0	0	3	0	2	82
CHEMICAL ENG (SD)	YES	5	0	1	0	0	1	1	8
FIFEILD HALL (067)	YES	44	0	2	10	1	2	0	59
HOUSING OFFICE (0	YES	27	0	1	0	5	0	0	33
INST. BLACK ST. (021	NO	8	0	0	0	4	0	0	12
INT STUDENT CNTR.	NO	12	0	0	0	0	0	0	12
LAW CENTER (061)	NO	20	22	1	0	0	0	0	43
MEDICAL ENTOMOL	NO	41	0	0	0	0	0	0	41
O'CONNELL (058)	YES	97	0	2	0	10	5	0	114
PARKING ADM. (047)	NO	81	0	1	16	11	1	2	112
PURCHASING	NO	175	0	4	0	4	0	0	183
UNIV. PRESS (020)	NO	10	3	1	0	0	0	0	14
UPD (011)	NO	52	0	3	0	34	0	0	89
VET. SCIENCE (072)	NO	17	0	0	0	0	0	0	17
WEIL HALL (030)	YES	86	37	3	0	26	3	6	161
YON HALL (SD)	NO	8	0	1	0	1	2	0	12
PER.ARTS CENTER	NO	20	0	2	0	0	0	0	22
TOTAL		910	62	25	26	106	22	22	1173

INVENTORY 1991						Last changes made on -- 6/28/91			
	SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
TIGERT NORTH (001)	NO	228	0	2	0	32	0	0	262
TIGERT SOUTH (002)	YES	116	0	6	0	7	6	0	135
TOTAL		344	0	8	0	39	6	0	397

INVENTORY 1991						Last changes made on -- 9/6/91			
	SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
HARN MUSEUM	NO	539	0	0	0	0	0	0	539
TOTAL		539	0	0	0	0	0	0	539

INVENTORY 1991						Last changes made on -- 5/31/91			
	SCOOT	LARGE	SMALL	HAND!.	METER	RSV'D.	SERVIC	STATE	TOTAL
RADIATION CENTER	NO	24	0	2	0	4	0	0	30
TOTAL		24	0	2	0	4	0	0	30

INVENTORY 1991						Last changes made on -- 9/10/91			
	SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
ALL RED/WOODLAWN(	NO	24	0	0	0	0	0	0	24
RED A - MURPHREE(02	YES	206	0	0	2	0	0	0	208
RED B - GARAGE 3 (008	NO	104	0	0	0	6	0	0	110
RED C - BEATY (014)	NO	154	0	2	4	8	6	0	174
RED D - BUS LOT (048)	NO	511	0	0	0	0	0	0	511
RED D - TRUSSLER(052	YES	235	119	0	0	1	0	0	355
RED D - WOODLAWN(0	NO	35	0	0	0	0	0	0	35
RED E - EAST (053)	YES	67	18	0	3	3	0	4	95
RED E - GRAHAM (051)	NO	0	0	0	0	3	0	0	3
RED E - HUME (050)	YES	82	0	0	0	2	0	0	84
RED E - TOLBERT	NO	9	0	0	0	5	0	0	14
RED F - WOODLAWN(0	NO	84	0	0	0	0	0	0	84
RED G - JENNINGS(012	YES	54	27	0	1	2	0	0	84
RED G - MALLORY (006	YES	14	0	0	2	1	0	0	17
RED G - YULEE (009)	YES	85	25	1	2	2	0	0	115
RED H - FLAVET	YES	181	0	6	0	1	2	0	190
RED S - EAST (018)	NO	55	30	0	0	5	0	0	90
RED S - NORMAN (010)	NO	30	0	0	0	0	0	0	30
RED S - WEST (016)	NO	53	0	0	0	6	0	0	59
RED S - PEAT BOG (019	NO	33	0	0	0	0	0	0	33
RED S - SORORITY (01	YES	6	0	0	0	0	0	0	6
TOTAL		2022	219	9	14	45	8	4	2321

INVENTORY 1991						Last changes made on -- 5/31/91			
	SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
AGRONOMY (IFAS)	NO	0	0	0	0	0	4	0	4
ASTRONOMY OBSVT	NO	4	0	0	0	1	0	0	5
BARTRAM HALL	NO	0	0	2	0	0	1	13	16
CHEM ENG	NO	0	0	0	0	3	1	0	4
CONSTANS THEATR	NO	3	0	1	0	0	0	0	4
CSE/HUB	NO	0	0	3	0	3	1	0	7
DAIRY SCIENCE	NO	0	0	0	0	9	0	3	12
LAW CENTER	NO	0	0	2	0	0	1	1	4
MAIN FARM OFFICE	NO	2	0	0	0	1	0	3	6
MCCARTY HALL	NO	7	0	0	0	1	2	2	12
PSYCHOLOGY	NO	11	0	1	0	4	0	0	16
REITZ UNION	NO	0	0	0	0	1	7	0	8
REITZ UNION CIRCL	NO	0	0	5	0	0	0	0	5
WEIMER HALL	NO	4	0	2	0	12	0	3	21
WILMOT GARDENS	NO	12	0	0	0	0	0	0	12
PEABODY	NO	0	0	0	0	4	0	0	4
MURPHREE	NO	4	0	0	0	6	0	0	10
STADIUM ROAD EAS	NO	0	0	0	0	11	0	0	11
INFIRMARY	NO	0	0	0	0	6	0	0	6
TOTAL		47	0	16	0	62	17	25	167

INVENTORY 1991						Last changes made on -- 5/31/91			
	SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
GARAGE #2, L-3 (044	NO	283	0	0	0	0	0	0	283
GARAGE #2, L-4 (044	NO	280	0	5	0	0	0	0	285
GARAGE #4, L-4 (046	NO	138	0	0	0	8	0	0	146
TOTAL		701	0	5	0	8	0	0	714

INVENTORY 1991							Last changes made on -- 5/31/91			
		SCOOT	LARGE	SMALL	HANDI.	METER	RSV'D.	SERVIC	STATE	TOTAL
SM. ANIMAL CLINIC		NO	37	0	1	0	1	5	4	48
LG. ANIMAL CLINIC		NO	6	0	0	0	0	0	0	6
TOTAL			43	0	1	0	1	5	4	54

Americans with Dis*ABILITIES* Act

(ADA)

University Personnel Services

Administrative Affairs

Americans with Dis*ABILITIES* Act

UNIVERSITY PERSONNEL SERVICES

NOTES

I. WELCOME AND OPENING REMARKS

II. WHAT IS THE ADA?

- Federal anti-discrimination statute
- Backed by Civil Rights Act of 1991
- Five titles

III. VIDEO - - "Part of the Team"

IV. TITLE I - EMPLOYMENT

- Opportunity to compete
- Same performance standards
- Prohibits discrimination
    - Qualified disability
    - Reasonable accommodation
    - Essential functions
    - Undue hardship

V. DisABILITY

- Physical or mental impairment
  Substantially limits major life activities
- Record / history of such impairment
- Regarded as disabled - perception

NOTES

VI. QUALIFIED INDIVIDUAL

- Disabled
- Satisfies minimum requirements
- Can perform essential functions
- With / without reasonable accommodations

VII. ESSENTIAL FUNCTIONS

- Fundamental duties
- Unaided / reasonable accommodations
- Reason for position
- Limited number of employees
- Highly specialized function

VIII. REASONABLE ACCOMMODATIONS

Employer - - any change enabling disabled to work.

- Job application
- Work environment / performance
- Equal benefits and privileges
- Documentation

Applicant / Employee

- Inform employer
- Known limitations
- Submit documentation

IX. UNDUE HARDSHIP

- Nature / net cost
- Overall financial resources
- Type of operation
- Impact on operation

NOTES

X. EXCEPTIONS

ADA does not:

- Guarantee equal results
- Establish quotas
- Require preferences

XI. DEPARTMENT REQUIREMENTS:

- Establish essential functions
- Reflect on detailed, current position descriptions
- Do not waive

XII. EMPLOYMENT PROCESS

- Treat all applicants alike
- Reasons to prevent performance?
  - No - - move on
  - Yes - - discuss accommodations
- Do not assume disability
- Lawful and unlawful questions
- Hire most qualified / appropriate

XIII. PRE-EMPLOYMENT PHYSICALS

- After offer / before beginning date
- Authority: Environmental Health & Safety

GUIDELINES FOR INTERVIEWERS

1. BEFORE MAKING A JOB OFFER, AN EMPLOYER:

   - **May** ask questions about an applicant's ability to perform specific job functions.
   - **May not** make an inquiry about a disability.
   - **May** make a job offer that is conditioned on satisfactory results of a **post-offer** medical examination or inquiry.

2. BASIC REQUIREMENTS ABOUT PRE-OFFER INQUIRIES:

   - An employer **may not** make a pre-employment inquiry about a disability or about the nature or severity of a disability:
     - On application forms (exception: for affirmative action purposes if voluntary).
     - In job interviews.
     - In background or reference checks.
   - An employer **may not** make any medical inquiry or conduct any medical examination before making a conditional offer of employment.
   - An employer **may** ask questions about a job applicant's ability to perform specific job functions, tasks, or duties, as long as these questions are not phrased in terms of a disability. Questions need not be limited to the "essential" functions of the job.
   - An employer **may** ask all applicants to describe or demonstrate how they will perform a job, with or without an accommodation.

3. QUESTIONS THAT MAY NOT BE ASKED IN JOB INTERVIEWS:

   - Have you ever had or been treated for any conditions or diseases? (Followed by a checklist of various conditions and diseases.)
   - Have you ever been treated for any mental condition?
   - Is there any **health-related** reason why you may not be able to perform the job for which you are applying?
   - How many days were you absent from work because of illness last year?

     (Pre-employment questions about illness may not be asked, because they may reveal the existence of a disability. However, an employer may provide information on its attendance requirements and ask if an

3. Continued

applicant will be able to meet these requirements.)

- Do you have any disabilities or impairments that may affect your performance in the position for which you are applying?

  (This question should not be asked even if the applicant is requested in a follow-up question to identify accommodations that would enable job performance. Inquiries should not focus on an applicant's disabilities. The applicant may be asked about **ability to perform** specific job functions and **how** they would be performed, with or without a reasonable accommodation.)

- Have you ever been treated for drug addiction or alcoholism?

  (Information may not be requested regarding treatment for drug or alcohol addiction, because the ADA protects people addicted to drugs who have been **successfully rehabilitated, or who are undergoing rehabilitation,** from discrimination based on drug addiction. The University's drug policy and standards for on-the-job alcohol consumption, on the other hand, can be covered.)

- Have you ever filed for workers' compensation insurance?

  (An employer may **not** ask about an applicant's workers' compensation history at the pre-offer stage but may obtain such information after making a conditional job offer. Such questions are prohibited because they are likely to reveal the existence of a disability. In addition, it is discriminatory under the ADA not to hire an individual with a disability because of speculation that the individual will cause increased workers' compensation costs.)

Information about an applicant's ability to perform job tasks, with or without accommodation, can be obtained through the application form and job interview. Other needed information may be obtained through medical inquiries or examinations conducted after a conditional offer of employment.

From: Technical Assistance Manual (Title I)
Americans With Disabilities Act
Equal Employment Opportunity Commission
January, 1992

STATE UNIVERSITY SYSTEM OF FLORIDA
UNIVERSITY OF FLORIDA
UNIVERSITY SUPPORT PERSONNEL SYSTEM
POSITION DESCRIPTION

CURRENT DESCRIPTIVE DATA	FOR COMPLETION BY PERSONNEL UPON FINAL ACTION — Position Number:
Please complete numbered items. Instructions are provided in hidden text.	Approved Class Title: — Approved Class Code:
1. Position Number: XXXXX — 2. Requested Classification Action–New, Update, or Change: Update	Transaction: — Effective Date:
3. Class Code: 50004 — 4. Class Title: Senior Clerk	
5. University of Florida — 6. V.P. Area:	
7. College/Office/Division: — 8. Department:	
9. Section: — 10. Subsection:	
11. City: Gainesville — 12. County: Alachua	Signature of University Personnel Director — Date:

ASSIGNED DUTIES AND RESPONSIBILITIES

13. List in order of importance. Use additional sheets if necessary.

Approximately % of time for each	Specific tasks
E 30%	Maintains leave records for all University employees. Inputs leave occurrences into the Central Leave system for each employee. Verfifies Leave Activity report for accuracy. Investigates questions pertaining to Central Leave and records for employees, and act as liaison between employees and UF Special Programs. Notifies supervisors of any special compensation balances or any other leave that has been accured in order that employee may use prior to end of year and avoid cash out. Keeps supervisors abreast of Personal Holidays so that employees can use and not lose prior to end of fiscal year.
E 20%	Types personnel transactions as directed by the clerical supervisor. Uses both personal computer and typewriter to process the various forms relating to central employment, records, payroll and other forms as necessary.
E 20%	Receives time cards from each clinic on time card due day; checks each time card for accuracy including addition totals and policy. Notifies each supervisor of any errors, missing signatures, missing leave applications, etc. Also checks leave applications for accuracy and appropriate signatures. When time card changes are made, notifies Office Manager of any changes that affects employee's pay.
E 20%	Acts as receptionist in the Personnel Office by assisting and routing visitors appropriately, answering the phone.
5%	Types general correspondence for the Personnel staff, as well as for the Office Manager. Uses dictation equipment to accomplish this, if needed.
5%	Other duties as assigned.

"E" indicates Essential Functions, which are the functions that this position exists to perform. Any incumbent in this position must be able to perform all these essential fundamental duties, with or without reasonable accomodations. Management retains the right to modify or add duties at any time.

CAMPUS RESOURCES

IF YOU HAVE QUESTIONS ABOUT:	CALL:
1. Facilities and Accessibility	Facilities Planning 232 Stadium 392-1256
2. Essential Functions	a. Classification and Compensation 326 Stadium 392-1213 b. Your Satellite Office Health Center 392-3786 IFAS 392-4777 PPD/E&G/AUX 392-2333
3. Employment or Interviewing Concern	a. Central Employment Center 4th Floor Stadium 392-4621 b. Your Satellite Office Health Center 392-3786 IFAS 392-4777 PPD/E&G/AUX 392-2333
4. Pre-Employment Physicals	Environmental Health and Safety 317 Nuclear Sciences Center 392-1591
5. EEO Concerns and Questions	Office of Affirmative Action 352 Tigert Hall 392-6004
6. Certified Interpreters for the Hearing Impaired/All Student Related Matters	Office of Student Services, Disabled Student Affairs 205 Peabody Hall 392-1261

rest ictive penalty at its discretion.

(b) **No person who is delinquent in the payment of a penalty is permitted to register his/her vehicle for operation on the campus.**

(6) **THE ADMINISTRATIVE APPEALS AUTHORITY shall have jurisdiction over the appeal of an automatic adjudication of guilt and the $5.00 administrative fee** and shall be appointed by the President of the University. It shall consist of three (3) students and three (3) members selected from staff, faculty and administrative and professional personnel of the University and employees of Shands Teaching Hospital and Clinics, Inc. One member of the Authority will be appointed chairperson by the President. Three members of the Authority will consititue a quorum and decisions of a majority of such quorum shall be final. **An appeal to this Authority must be made within one hundred and eighty (180) calendar days from the date of the issuance of the citation.** If the Authority determines that there are extenuating circumstances justifying waiver and rules in favor of the person who is appealing, the individual is then given the prerogative of appealing the citation to the appropriate Traffic Hearing Authority within fifteen (15) calendar days of the granting of appeal rights.

(7) **THE SUSPENSION APPEALS AUTHORITY shall have jurisdiction over all staff, faculty and students whose driving and parking privileges have been suspended** pursuant to Rule 6C1-3.016. The Authority shall be appointed by the President of the University. It shall consist of three (3) students and three (3) members selected from staff, faculty and administrative and professional personnel of the University and employees of Shands Teaching Hospital and Clinics, Inc. One member of the Authority will be appointed chairperson by the President. Three members of the Authority will constitute a quorum and decisions of a majority of such quorum shall be final.

(8) **IMPOUNDMENT APPEAL PROCEDURE:**

(a) **Persons whose vehicle has been towed or impounded in place shall have the right to a probable cause hearing** before an impartial hearing officer or committee appointed by the President or the President's designee provided a timely request is made therefor. The purpose of the hearing is to determine if there is probable cause for continued detention of the vehicle. **No hearing will be held unless requested in writing** by the owner of the vehicle or his/her agent at the University Police Department or the Fines Section of Parking Administrative Services. **The hearing shall be held within seventy-two (72) hours from receipt of said written request.** In lieu of the probable cause hearing, or pending such hearing, or if probable cause is found at such hearing, the owner of the vehicle or his/her agent may obtain release of the vehicle by paying the towing or impoundment charges and assessments and delinquent fines.

(b) **If the hearing officer or committee finds probable cause to impound the vehicle, the individual is then given the prerogative of appealing the citation to the appropriate hearing Authority.**

(c) If no probable cause is found to impound the vehicle, it shall be released without requiring the owner to pay towing and impoundment charges or assessments. If the vehicle was previously released upon payment, as provided in subsection (8) (a) above, such payment shall be refunded.

(d) **Failure to request a probable cause hearing within fifteen (15) calendar days from the date the notice of impoundment is received constitutes a waiver of said hearing** and the vehicle shall be released only upon payment of the impoundment charges or assessments and delinquent fines.

6C1-3.016 ADMINISTRATIVE AFFAIRS; TRAFFIC & PARKING; SUSPENSION OF ELIGIBILITY.

(1) **Any individual who accumulates ten (10) points in any semester** as defined in rule 6C1-3.007(6) F.A.C **shall have their on campus driving and parking privileges suspended for sixty (60) days.** Any individual who accumulates twenty (20) points within a twelve-month period shall have their on campus driving and parking privileges suspended for one year.

(2) Points will be assessed for each of the infractions listed below according to the following schedule:

(a) One (1) Point:

1. Decal improperly attached
2. Failure to display validation device
3. Overtime parking
4. Parking over the lines

(b) Two (2) Points:

1. No Decal or permit
2. Parking facing traffic
3. Parking in a no-parking zone
4. Parking in a reserved parking space (other than a space for handicapped persons)
5. Parking in a restricted area
6. Parking in a service area
7. Parking obstructing traffic
8. Parking on the grass
9. Parking on the sidewalk
10. Parking out of assigned area
11. Unauthorized operation of a vehicle in a restricted area
12. Unauthorized use of decal or permit
13. Backed into a parking space where signs prohibit
14. Failure to pay parking lot fee

(c) Three (3) Points:

1. Driving on campus while eligibility is suspended
2. Parking in a space reserved for handicapped persons

(d) Twenty (20) Points:

1. False registration
2. Use of unauthorized duplicate or lost or stolen validation device
3. Unauthorized removal of or tampering with immobilizing device

Specific Authority: 240.227(1), 240.264, F.S.
Law Implemented: 240.227(1), 240.263(2), 240.264, 240.265, F.S.
History: New 9-29-75, Amended 8-15-78, 8-26-81, 8-12-82, _____

University of Florida

Traffic and Parking Rules and Regulations

Effective May 1, 1992

BEST COPY AVAILABLE

1. **A student living in a fraternity house on Fraternity Row, a sorority house on Sorority Row or in Family Housing** must register their vehicles and purchase a decal authorizing parking in a designated housing area.
2. **Juniors and Above:**
   a. living off campus must register their vehicles and purchase a Commuter decal authorizing parking in commuter areas;
   b. living in a dormitory must register their vehicles and purchase a decal authorizing parking in the designated housing area.
3. **Sophomores:**
   a. living off campus must register their vehicles and purchase a Park and Ride decal authorizing parking in park and ride lots only; or
   b living in a dormitory must register their vehicles and purchase a Resident "D" decal authorizing parking in resident D lots
4. **Freshmen:**
   a living off campus must register their vehicles and purchase a Park and Ride decal authorizing parking in Park and Ride lots only; or
   b living in a dormitory must register their vehicles and purchase a Resident "D" decal authorizing parking in resident D lots.
5. Health Science Center students who are eligible for commuter decals may choose to purchase a Health Center Commuter decal which is valid for parking in Health Center Commuter lots only, or may purchase a regular commuter decal valid for parking in commuter lots only.
6. Officials of University groups and organizations, as defined in Rule 6C1-2.04(3) (a) F.A.C., may be issued Restricted Area permits during their terms of office upon request and approval by the Parking and Transportation Committee

(11) Any person may operate a bicycle on the University of Florida campus. **Bicycles are not required to be registered.**

(12) Any student, faculty member or staff member, having a valid operator's license, is eligible to register a **motorcycle, moped, or motor scooter and purchase a decal for parking in designated motorcycle parking spaces only,** upon payment of the appropriate fee shown below

ANNUAL	SEMESTER
$15.00	$8.00

(13) **Any commercial visitor** engaged in official business with the University of Florida **is eligible to register and purchase a Commercial decal for each vehicle brought on campus.** This entitles the holder **to park in Commuter or Restricted Area lots. No registered vehicle may be used by the registrant or by members of the registrant's family or others to conduct personal business on campus.** A commercial decal may be purchased upon payment of the appropriate fee shown below

FIRST VEHICLE

ANNUAL	SEMESTER
$140.00	$70.00

(NOTE: Students who qualify for a commercial decal, must register and purchase a student decal in accordance with 6C1-3.007 (9) (f) Both decals must be permanently affixed to the vehicle in accordance with the instructions supplied with the decal.)

(14) **Any appropriately-marked vendor, delivery or commercial vehicle engaged in official business with the University of Florida may be permitted to go about that business without obtaining a permit or paying a fee. The vehicle must be clearly and permanently marked on both sides.**

(15) Designated parking spaces will be reserved for: (1) faculty and administrative personnel upon approval of the President, (2) faculty and staff having sufficient medical reasons, and (3) full-time professional resident staff living in the residence halls.

(16) **Annual Official Business parking permits are issued to University Departments or other appropriate administrative units, upon approval of a written request submitted by the department chairperson or unit director to Parking Administrative Services.** These permits are to be used by employees who do not qualify for an Official Business decal, but who perform duties at several locations on campus, **and may also be used on any decaled vehicle for parking to load and unload in Service Areas for up to one hour.**

(17) **Temporary permits to faculty or staff members and students, may be issued for up to thirty (30) days per year, upon approval of Parking Administrative Services, unless a decal refund has been requested.**

(18) The Parking and Transportation Committee shall have authority to approve special parking requests as needed.

(19) **Decals must be properly displayed on vehicles.**
   (a) A decal evidencing registration is issued to the registrant and **must be immediately and permanently affixed on the registered motor vehicle** in accordance with the instructions supplied with the decal. **No grace period is allowed.**
   (b) A vehicle bearing an illegal or improperly attached decal is not entitled to the privileges normally afforded by such decal.
   (c) Lost, misplaced, or defaced decals must be replaced immediately

(20) **A replacement decal for any vehicle is $5.00** regardless of whether the original was an annual or semester decal and is issued when:
   (a) **a registered vehicle is no longer to be used on campus and is replaced by a different vehicle.** The individual must furnish proof of disposition of the registered vehicle by bringing to Parking Administrative Services remains of the decal or must sign an affidavit assuming responsibility for any misuse of the original decal.
   (b) **the decal of a registered vehicle is stolen or defaced.** Complaints of theft or defacement must be filed with the University Police.
   (c) **there is any change of affiliation or address affecting the validity of the decal issued.** Changes must be reported immediately to Parking Administrative Services. The remains of the former decal must be surrendered and shall be destroyed and a new one shall be issued after payment of the $5.00 replacement fee.

(21) **A replacement Validation Card is issued upon payment of a $20.00 fee and a $5.00 decal replacement fee** unless an individual provides a police report indicating forcible entry of a vehicle resulting in loss of a validation card in which case a charge of only $5.00 will be assessed.

6C1-3.008 ADMINISTRATIVE AFFAIRS; TRAFFIC & PARKING; MISCELLANEOUS PROVISIONS.

(1) Decals may be issued without charge only when authorized by the President of the University.

(2) **Upon payment of the appropriate fee, retired members of the faculty and staff** are eligible to register and obtain the same parking privileges as if still employed by the University. **A retired member of the faculty and staff honored with "emeritus" status is issued an Official Business decal without charge.**

(3) **Houseparents** may register their vehicles and obtain a decal for the area, upon payment of the fee contained in Rule 6C1-3.007(9) (f).

(4) **Students who are temporarily disabled may be eligible for a temporary Restricted Area parking permit** in accordance with the procedures established by Parking Administrative Services.

(5) **Any state, federal, Shands Teaching Hospital, Athletic Association, food service or concessionaire employee, except students, whose office or primary working duty is on the University of Florida campus,** is eligible for the same registration and parking privileges as a University employee of similar rank and salary. Parking Administrative Services must be provided with a list of employee's salaries for the purpose of determining the fees to be charged in registering the employees vehicles.

(6) **Visitors are issued dated visitor's permits by the checkpoint attendants stationed at the entrances to the central campus or permits for up to two weeks may be requested from Parking Administrative Services.** These permits authorize driving and parking in designated areas only.

(7) **Job applicants** are issued temporary parking permits by the checkpoint attendants, authorizing parking in assigned lots.

(8) **Visitors on official business and visitors with ministerial, charitable or public service missions** may be issued temporary permits valid for extended periods of time of a stated duration authorizing parking in designated areas only.

(9) **Construction workers employed by contractors for campus construction** are issued parking permits for parking on or as near the construction site as possible.

(10) **Faculty, staff and students of Santa Fe Community College and other schools** who use University facilities, including the library, are treated in the same manner as University of Florida faculty, staff and students Special parking permits may be issued to Santa Fe Community College for use when making official business trips to the University of Florida

(11) **The managers of the cafeterias and bookstores on campus may obtain Service Drive Parking permits for their locations.**

(12) **Maids, cooks, baby-sitters, etc., employed by private individuals** may register their vehicle and obtain a decal for the appropriate area upon payment of the fee contained in Rule 6C1-3.007(9) (f)

(13) **All permits, including Official Business, are subject to revocation if the special privileges are abused.**

(14) Permits may be obtained from Parking Administrative Services to authorize parking in service areas

(15) **Students, Staff and Faculty of the University of Florida may not use the Visitor Pay Parking Facilities at the J. Hillis Miller Health Center during the posted hours of operation, unless being treated as a patient of the Clinic or Hospital or unless visiting a patient in the Clinic or Hospital.**

(16) **Each fraternity and sorority house may qualify for an Official Business permit.**

6C1-3.009 ADMINISTRATIVE AFFAIRS; TRAFFIC & PARKING; BUS SYSTEM.

Parking Administrative Services supervises the operation of the shuttle bus system and issues all bus passes. **Persons desiring to use the shuttle bus system may purchase an annual bus pass for $16.00 or a semester bus pass for $8.00. A $.20 cash fare can be used in lieu of a pass on the shuttle bus system.** Damaged bus passes will be replaced when identifiable remains of a valid bus pass are returned to Parking Administrative Services The cost for replacing the bus pass will be $1.00. **No refunds will be issued.**

6C1-3.010 ADMINISTRATIVE AFFAIRS; TRAFFIC & PARKING; CONTROL OF PARKING.

Parking is controlled on the campus under the following guidelines

(1) **No vehicle without a current decal or permit may be parked on campus during the restricted hours.** Normal hours of restriction begin at 7:30 a.m. and end at 3:30 p.m. each day except on Saturday, Sunday and University holidays. **Designated lots, areas or parking spaces may be restricted for longer periods (up to twenty-four hours a day, seven days a week)** as provided in this rule

(2) Designated areas of the campus are restricted to the use of motor vehicles having decals or permits authorizing entrance to and parking in the particular area No unauthorized automobile may operate or park within such areas during restricted periods.

(3) **Reserved parking spaces, parking spaces reserved for handicapped persons, no-parking zones, fire lanes, and service areas are restricted twenty-four hours per day, seven days a week, unless otherwise indicated.**

(4) Parking or leaving any motor vehicle in any space or area for a period of time longer than is indicated by authorized signs is prohibited at all times.

(5) **The University assumes no liability for damage to vehicles operated or parked on the campus.** Any such damage is a risk assumed by the owner or operator of the motor vehicle.

(6) **Other parking restrictions include:**
   (a) **Motor vehicles must be parked within the markers whenever provided. Parking on or over a line or curb is prohibited.**
   (b) **Parking on grass, sidewalks or crosswalks is prohibited.**

UNIVERSITY OF FLORIDA
OFFICE OF ADMINISTRATIVE AFFAIRS
GAINESVILLE, 32611

REPLY TO PARKING ADMINISTRATIVE SERVICES
BUILDING 112 NORTH SOUTH DRIVE

TELEPHONE AREA CODE 904
392 6655

October 31, 1991

Al Stanley
Grounds Department
Physical Plant
Building 704
Campus

Dear Al:

I do not have a problem with 2% of the spaces at the Performing Arts Center and Harn Museum being handicap. Even though we are not bound by the 2% for individual lots, I think the use of those facilities would support the 2% or 15 handicap spaces at that location. We have four in place now - two behind the Performing Arts Center and two in front of the Museum.

I trust you are familiar with the new changes in access requirements based on the Americans with Disabilities Act of 1990. Maybe that is what you are quoting from. If not, I have information you may want to look at.

Yours very truly,

Robert F. Hester
Parking Administrator

CC: Lou Gentry
Richard White
Ora Robie
~~Ken Osfield~~

UNIVERSITY OF FLORIDA
OFFICE OF ADMINISTRATIVE AFFAIRS
GAINESVILLE, 32611 - 2078

POLICE DEPARTMENT
BUILDING 51 MUSEUM RD

TELEPHONE:
(904) 392-1111

April 16, 1992

MEMORANDUM

TO: Mr. Chuck Bigazzoli, Supervisor, Parking Patrol Unit

FROM: Major Powell

SUBJECT: Handicapped Vehicles in Restricted Area

Please remind your personnel that disabled persons who are operating properly marked vehicles are permitted to drive around the barricades in center campus. There are designated Handicap parking spaces within the restricted area, that the vehicle operators may utilize.

If a vehicle is inadvertently stopped, within this area, a brief explanation to the operator should be offered expressing our oversight. Your units complete compliance is appreciated.

NOTE: Patrol Division, your compliance is expected also.

cc: Mr. Ken Osfield ✓
Patrol Bulletin Board

SUMMARY OF PARKING RULES AND REGULATIONS
UNIVERSITY OF FLORIDA



DECALS OR PERMITS ARE REQUIRED for parking in all areas of campus between 7:30 AM and 3:30 PM, Monday thru Friday unless otherwise indicated. (ie: Inside checkpoints and barricaded area where restrictions are in force until 4:00 PM.) **(Most tickets are written for No Decal.)**

MOPEDS AND MOTORCYCLES must also purchase decals.

DECALS MAY BE PURCHASED at the Parking Administrative Services Decal offices on North South Drive or Shands West Garage. Proof of vehicle ownership and a current student fee card or staff card are required. (NOTE: A decal does not guarantee a space.)

PERMITS ARE AVAILABLE at the Parking Administrative Services Offices, the Checkpoints located around the central campus or the University Police Department which is open at all times.



TEMPORARY DISABILITY PERMITS ARE AVAILABLE from Parking Administrative Services. Students must submit a letter from the Infirmary and Staff and Faculty must submit a letter from a Doctor. (392-2241)

THE DUAL VEHICLE REGISTRATION allows two vehicles to be registered but only one may **park on campus and it must display the hangtag** (392-2241). Lost hangtags require a $25.00 replacement fee.

EMPLOYEES WHO CAR POOL with 3 or more people, may qualify for a car pool space. (392-2241 or Shands 392-5928)



TOW AWAY ZONES: All service drives, no parking zones, handicap spaces, reserved spaces, fire lanes, grass, sidewalks, etc. are enforced at all times, **even during school break.**

SERVICE DRIVES require a valid service drive permit.



HANDICAP SPACES require a valid handicap permit. All others will be issued a $30 ticket and towed. (Please, be thoughtful!)

DON'T IGNORE TICKETS! Tickets must be paid or appealed within 15 days or become delinquent with $5.00 added. DELINQUENT TICKETS may cause the vehicle to be towed or booted. TOO MANY TICKETS may cause the vehicle to be suspended from campus.



FALSE REGISTRATION OF A DECAL/PERMIT includes using false information, selling or giving to someone else, stealing or forging, etc. and carries a $100 fine and a years suspension from driving/parking on campus.

STUDENTS MAY NOT USE STAFF DECALS. Decals or permits are registered to an individual and are not intended for use by others.

BICYCLES parked in breezeways, sidewalks, roadways, service drives, buildings, vehicle spaces, blocking entrances, exits, ramps or stairways will be removed and ticketed.

STOP FOR PEDESTRIANS IN CROSSWALKS! That is the law.



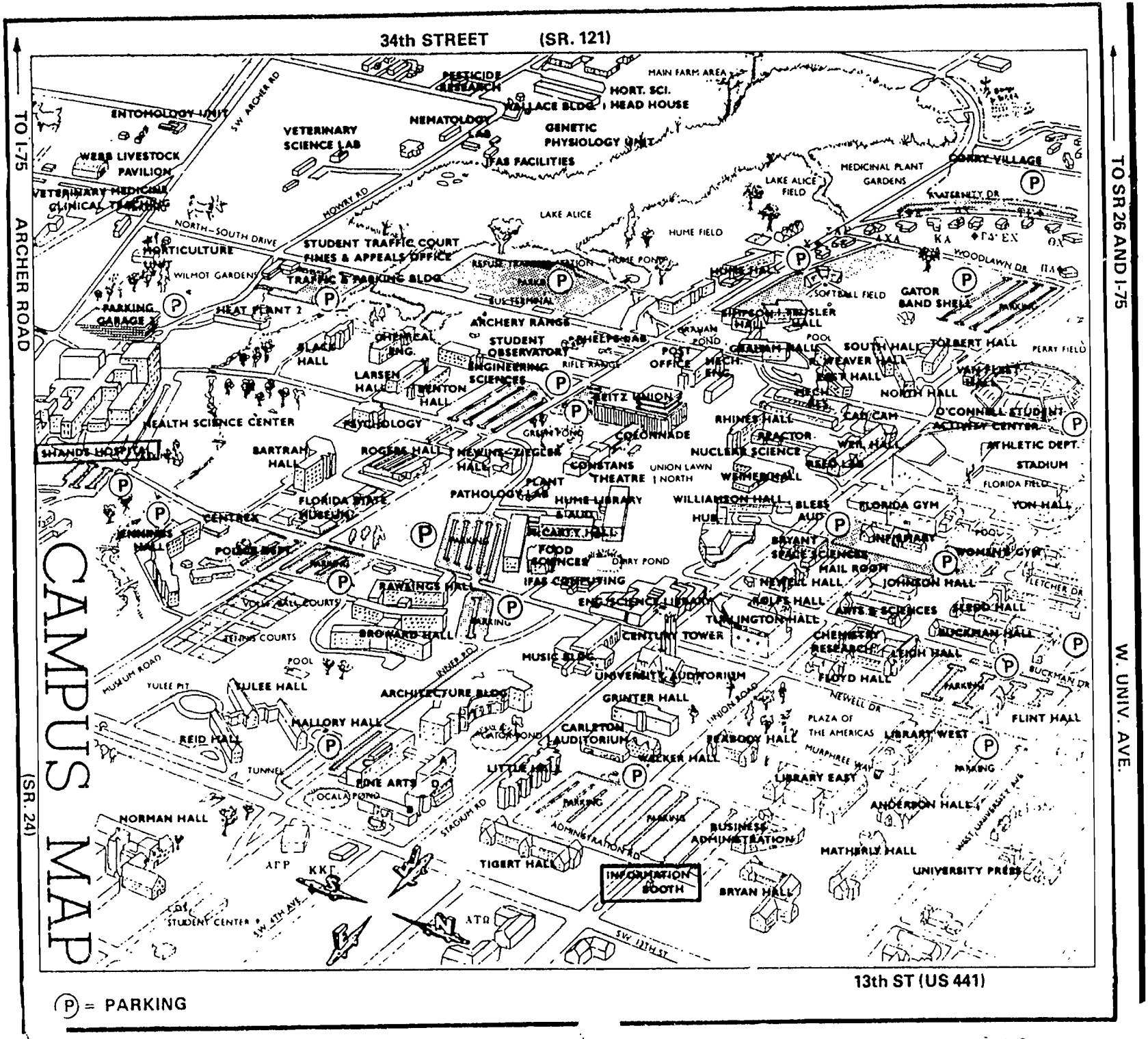
STUDENT TRAFFIC COURT (392-1621) is for payment or appeal of students non-delinquent tickets. The office on North South Drive is open from 8:00 AM until 4:00 PM, Monday thru Friday.

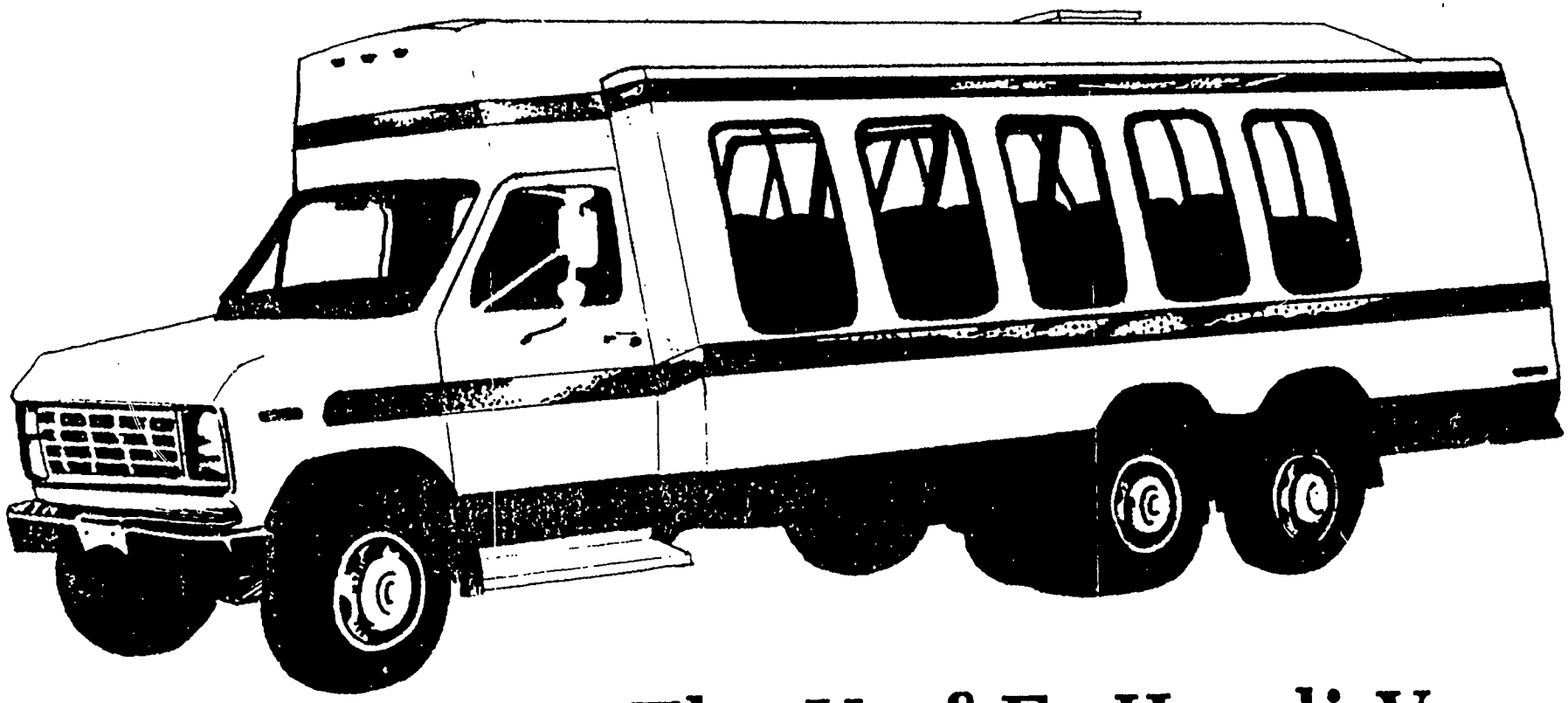
PARKING ADMINISTRATIVE SERVICES FINES OFFICE (392-6655) is for payment or appeal of staff, faculty and visitors non-delinquent tickets. The office on North South Drive is open from 8:00 AM until 4:30 PM, Monday thru Friday.

DELINQUENT TICKETS may also be appealed at the Fines Office **(392-6655)** to the Administrative Appeals committee explaining why the ticket wasn't appealed within 15 days.

IMPOUNDED VEHICLES may place an appeal with UPD and appear at a "Probable Cause Hearing" at the Fines Office **(392-6655).** This is **only** to determine **if the officer was justified** in impounding the vehicle.

A COMPLETE COPY OF THE RULES AND REGULATIONS, INCLUDING A MORE DETAILED COLORED MAP, IS AVAILABLE FROM PARKING ADMINISTRATIVE SERVICES OFFICES.


34th STREET (SR. 121)
TO I-75
ARCHER ROAD
(SR. 24)
TO SR 26 AND I-75
W. UNIV. AVE.
13th ST (US 441)
CAMPUS MAP
(P) = PARKING
ENTOMOLOGY UNIT
SW ARCHER RD
VETERINARY SCIENCE LAB
NEMATOLOGY LAB
PESTICIDE RESEARCH
WALLACE BLDG
HORT. SCI. HEAD HOUSE
GENETIC PHYSIOLOGY UNIT
MAIN FARM AREA
IFAS FACILITIES
WEBB LIVESTOCK PAVILION
VETERINARY MEDICINE CLINICAL TEACHING
HOWRY RD
NORTH-SOUTH DRIVE
HORTICULTURE UNIT
WILMOT GARDENS
STUDENT TRAFFIC COURT FINES & APPEALS OFFICE
TRAFFIC & PARKING BLDG
LAKE ALICE
HUME FIELD
HUME POND
REFUSE TRANSFER STATION
SUB-TERMINAL
PARKING GARAGE 1
HEAT PLANT 2
ARCHERY RANGE
CHEMICAL ENG.
BLACK HALL
STUDENT OBSERVATORY
RIFLE RANGE
ENGINEERING SCIENCES
LARSEN HALL
BENTON HALL
HEALTH SCIENCE CENTER
PHYSIOLOGY
SHANDS HOSPITAL
BARTRAM HALL
ROGERS HALL
NEWINS-ZIEGLER HALL
PATHOLOGY LAB
HUME LIBRARY & STAFF
CENTRAL
FLORIDA STATE MUSEUM
JENNINGS HALL
POWER PLANT
MARSTON SCIENCE LIBRARY
RAWLINGS HALL
VOLLEY BALL COURTS
TENNIS COURTS
BROWARD HALL
POOL
MUSEUM ROAD
YULEE PL
YULEE HALL
ARCHITECTURE BLDG
MALLORY HALL
REID HALL
TUNNEL
FINE ARTS
OCALA POND
NORMAN HALL
ΑΓΡ
ΚΚΓ
ΣΧ
ΑΤΩ
STUDENT CENTER
SW 4TH AVE
STADIUM RD
MUSIC BLDG.
RIVER RD
CENTURY TOWER
UNIVERSITY AUDITORIUM
GRINTER HALL
CARLETON AUDITORIUM
LITTLE HALL
PARKING
ADMINISTRATION RD
TIGERT HALL
INFORMATION BOOTH
BUSINESS ADMINISTRATION
BRYAN HALL
SW 13TH ST
MATHERLY HALL
UNIVERSITY PRESS
ANDERSON HALL
LIBRARY EAST
PLAZA OF THE AMERICAS
MURPHREE WAY
LIBRARY WEST
FLINT HALL
BUCKMAN DR
NEWELL DR
UNION ROAD
REITZ UNION
COLONNADE
CONSTANS THEATRE
UNION LAWN | NORTH
GRAHAM POND
DAIRY POND
FOOD SCIENCES
IFAS COMPUTING
ENG. SCIENCE LIBRARY
PLANT PATHOLOGY LAB
WILLIAMSON HALL
HUB
CARR HALL
NUCLEAR SCIENCE
WEIMER HALL
REED LAB
RHINES HALL
REACTOR
MECH. ENG.
MECH. ENG. ANNEX
GRAHAM HALL
POST OFFICE
SHEALY LAB
HUME HALL
SOFTBALL FIELD
GATOR BAND SHELL
EISENHOWER HALL
CHRYSLER HALL
SOUTH HALL
WEAVER HALL
REID HALL
NORTH HALL
TOLBERT HALL
PERRY FIELD
VAN FLEET LABS
O'CONNELL STUDENT ACTIVITY CENTER
CAE CAM
WEIL HALL
ATHLETIC DEPT.
STADIUM
FLORIDA FIELD
FLORIDA GYM
YON HALL
BLEES AUD
INFIRMARY
POOL
WOMEN'S GYM
BRYANT SPACE SCIENCES
MAIL ROOM
NEWELL HALL
JOHNSON HALL
FLETCHER DR
ROLFS HALL
ARTS & SCIENCES
FLEMING HALL
TURLINGTON HALL
CHEMISTRY RESEARCH
LEIGH HALL
BUCKMAN HALL
FLOYD HALL
PARKING
BEAKBOY HALL
WALKER HALL
MEDICINAL PLANT GARDENS
LAKE ALICE FIELD
CORRY VILLAGE
FRATERNITY DR
WOODLAWN DR
ΑΧΑ
ΚΑ
ΦΓΔ
ΕΧ
ΟΧ
ΠΚΑ



The U of F Handi-Van

Is The Handi-Van Service For You?

1. The Service

Handi Van is designed to provide reliable on-campus transportation for disabled students and staff. Inspired by programs operating successfully at other universities.

Handi Van is equipped with a hydraulic wheelchair lift for easy access and has space for two wheelchairs. Nine plush contoured seats and air conditioning make for a comfortable ride. A trained driver will be available to assist anyone having difficulty boarding.

2. The Passengers

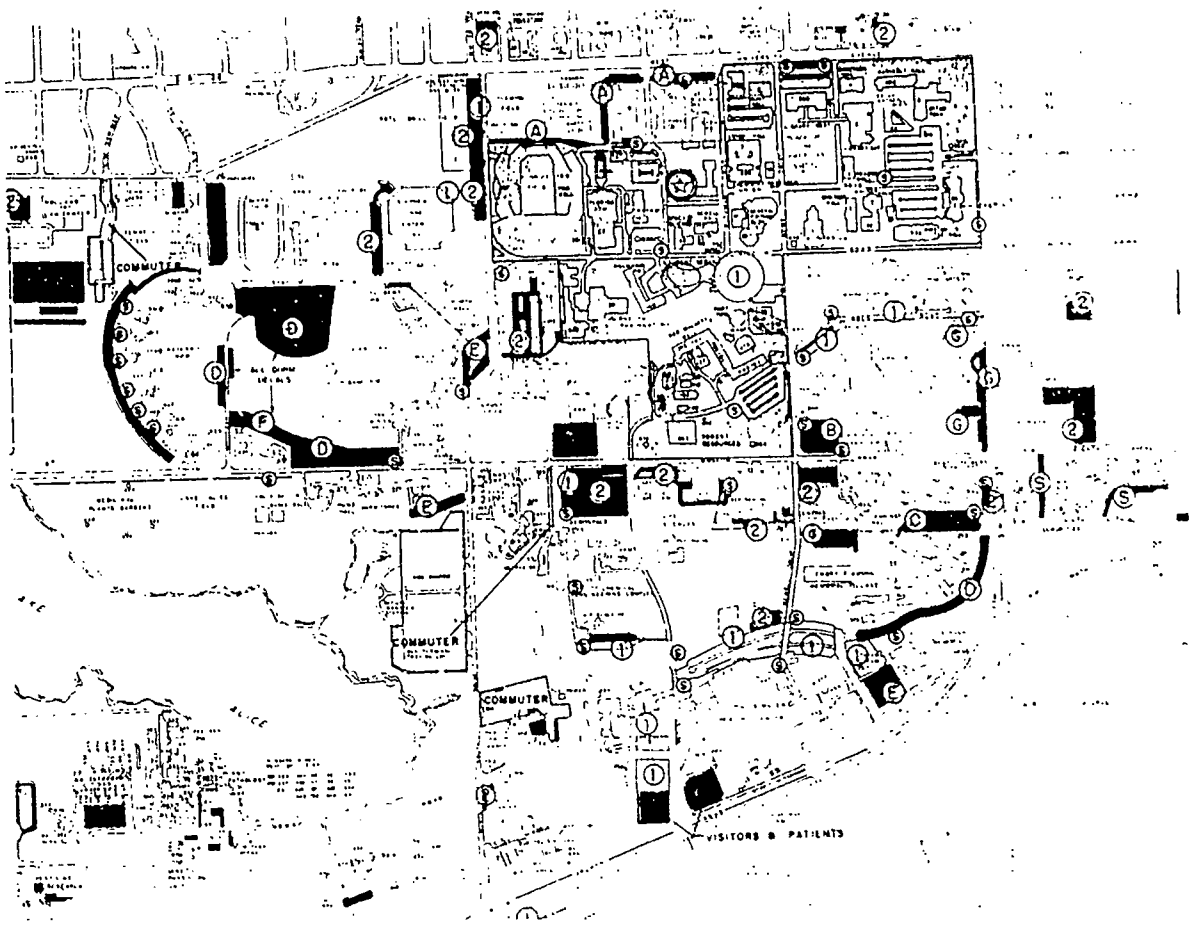
Although the disabled receive priority seating, temporarily-disabled students and staff hampered by crutches or slings will find Handi Van a pleasant alternative to walking several blocks with an armful of books. Handi Van intends primarily to meet the needs of those with motor disabilities and eye and ear impairments. The vehicle provides fast, dependable and comfortable on-campus transportation.

3. **The Schedule**

   By appointment only. To schedule a ride on the Handi-Van, please call 376-3236-482 24 hours in advance if possible.

4. **The Cost**

   Expect to use this service frequently. Invest in a $16.00 boarding pass which entitles you to a year of unlimited campus travel. Temporarily-disabled students and staff may obtain a 5-day complimentary pass. An $8 semester pass is available for longer-term injuries. Purchase your pass from Parking Administrative Services (decal office) any Monday - Friday 8:00 a.m. - 4:30 p.m.





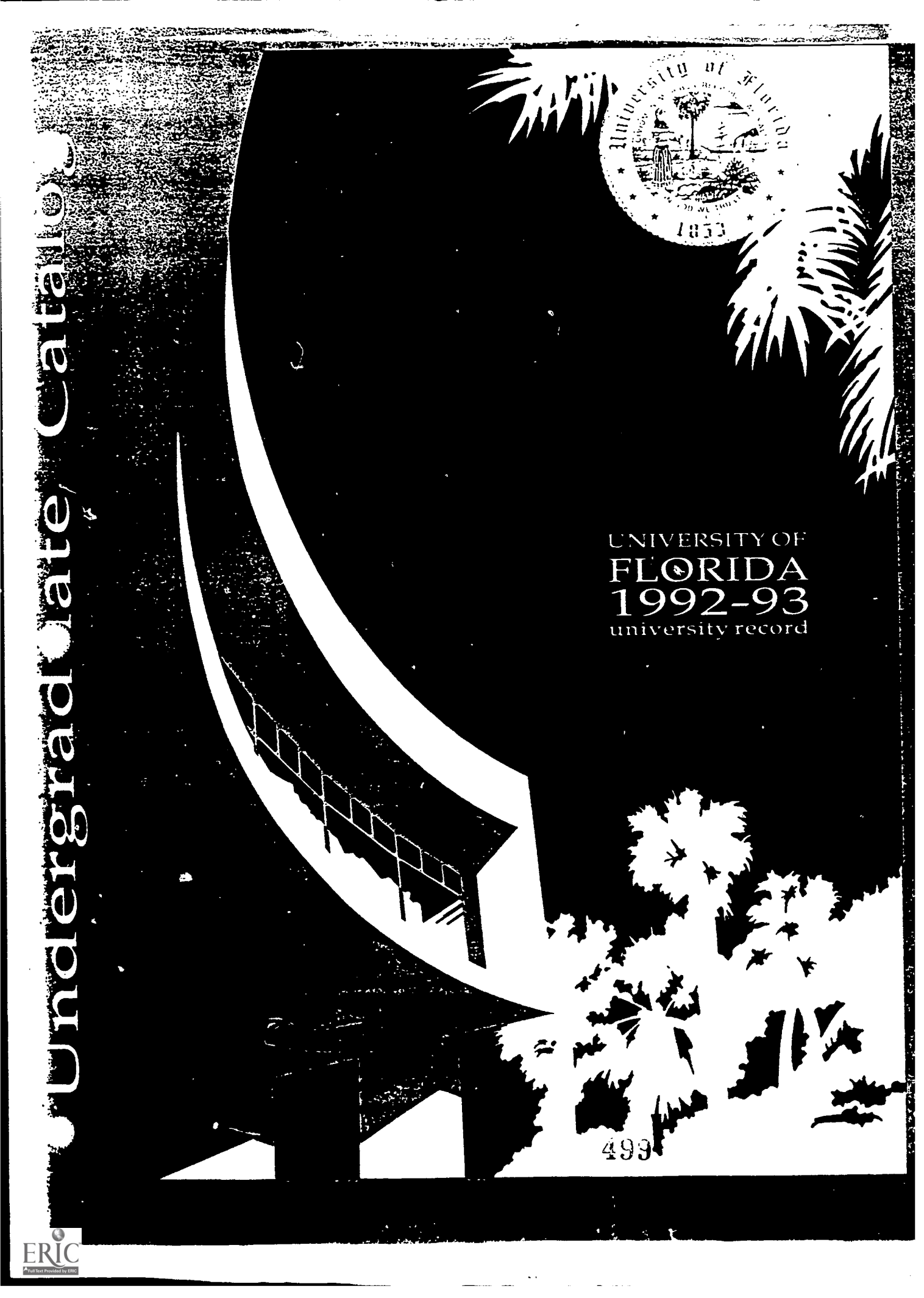
For more information contact the UF Student Traffic Court at 392-1621. Or write Student Traffic Court, 110 North South Dr., UF, Gainesville, Florida 32611.

The UF Handi Van
A Champion Vehicle
Sponsored by the Student Traffic Court
Handi Van hours: 7:00 a.m. - 4:00 p.m.

CATALOGS

Undergraduate Catalog (University Registrar)
Graduate Catalog
College of Dentistry Bulletin
College of Law Bulletin
College of Medicine Bulletin

Undergraduate Catalog



UNIVERSITY OF
FLORIDA
1992-93
university record

493

and by insisting that organizations and individuals use alcohol within the law and within the bounds of reasonable conduct. Students should make an effort to prevent persons who have abused alcohol or used drugs from harming themselves or others, especially in driving a motor vehicle, and should encourage those needing professional help to seek it. The same standards and regulations apply with equal force to members of the faculty, staff, and administration.

III. RELATIONS BETWEEN PEOPLE AND GROUPS.

One of the major benefits of higher education and membership in the University community is greater knowledge of and respect for other groups, religious, racial, and cultural. Indeed, genuine appreciation for individual differences and cultural diversity is essential to the environment of learning.

Another major aspect of the University's life involves sexual relationships. Sexual attitudes or actions which are intimidating, harassing, coercive, or abusive, or that invade the right to privacy of the individual are not acceptable. Organizations or individuals that adversely upset the delicate balance of communal living will be subject to disciplinary action by the University. Only in an atmosphere of equality and respect can all members of the University community grow.

IV. SERVICE TO OTHERS.

An important outcome of a University of Florida education should be a commitment to serving other people. This sense of service should be encouraged throughout the institution by faculty, administration, staff, and students. Through experience in helping individuals and the community, students can put into practice the values they learn in the classroom.

Education at the University of Florida is not an ethically neutral experience. The entire University community should dedicate itself to realizing the vision that a center of learning is a beacon that, by directing itself to the highest values, guides and encourages society to do the same.

Admissions

For general instructions when using this catalog, refer to the key on the inside front cover.

Applications For Admissions

Application for admission to any undergraduate college, school, or division of the University must be made to the Admissions section of the Office of the University Registrar on the forms prescribed and by the dates indicated below. It is quite proper to correspond with deans, directors, or department chairs, but such contact with University officers does not in any way eliminate the necessity for filing a formal application in the Office of the University Registrar by the dates specified.

How to Apply: An applicant should address a request to Admissions, Office of the University Registrar, University of Florida, Gainesville, Florida, 32611-2058, asking for application forms. Forms and directions for completion of applications vary with the level of entry at the University and the applicant should indicate that forms are being requested for admission as a freshman, undergraduate transfer, postbaccalaureate, graduate, dental, law, medical, veterinary medicine, or special student, as the case might be.

IMPORTANT NOTE: An application for admission must be filed for the specific term that the student wishes to enter the University and will be considered for entrance in that term ONLY. Applicants wishing to change their planned entry date should contact the Admissions Office for application instructions. An approval for admission is valid ONLY for entrance in the term specified in the admission notice and does not in any way imply that approval would also be given for entrance in any other term.

General Statement

The University encourages applications from qualified applicants of both sexes from all cultural, racial, religious, and ethnic groups. The University is committed to non-discrimination with respect to race, creed, color, religion, age, handicap, sex, marital status, national origin, political opinions or affiliations, and veteran status in the administration of education policies, admissions policies, financial aid, employment, or in any program or activity. The University of Florida Title IX coordinator is Jacquelyn D. Hart, 352 Tigert Hall, (904) 392-6004. The University, when appropriate, provides substitution of courses for handicapped individuals upon request. Both the Educational Testing Service (SAT) and the American College Testing Program (ACT) have brochures describing special testing arrangements for handicapped applicants, and there are alternative admissions procedures for handicapped applicants who are unable to take the required tests.

A brief summary of the general requirements for admission or readmission to any college or division of the University is given below:

* A satisfactory academic record. Each applicant must furnish a complete chronological record of educational institutions previously attended. Official transcripts must be submitted in accordance with instructions which accompany the application form. Failure to declare attendance at another institution could cause invalidation of admission and any credits or degrees earned.
* Satisfactory scores on achievement tests or aptitude tests as noted in the application instructions.
* A satisfactory conduct record.
* Students whose native language is not English must submit TOEFL (Test of English as a Foreign Language) scores in addition to other required test scores.

NOTE: Board of Regents regulations provide that furnishing false or fraudulent statements on information in connection with an application for admission or residence affidavit may result in disciplinary action, denial of admission, and invalidation of credits or degrees earned.

The specific requirements for readmission (at the same or a different level) of a student previously enrolled at the University of Florida may be found in the appropriate sections which follow.

The specific requirements for admission to the University of Florida for the first time as a freshman, undergraduate transfer, postbaccalaureate, graduate, dental, law, medical, veterinary medicine, or special student also may be found in the appropriate sections which follow.

It should be understood, however, that minimum requirements are given and that admission to the University is a selective process. The satisfaction of minimum requirements does not automatically guarantee admission. Under Board of Regents policy a limited number of students may be admitted as exceptions to the minimum requirements. The University Admissions Committee is the agency at the University of Florida that is responsible for the admission of undergraduate students under this exception policy.

Minimum requirements evolved from studies of student performance at the University of Florida. These studies identified primary factors which indicate a reasonable chance for successful completion of an academic degree at the University of Florida.

The University Admissions Committee is responsible for administering all admissions to the University, including applicants approved as exceptions to the minimum admission requirements.

Students who plan to enter the University of Florida for the first time will be considered for admission as follows.

* *Beginning Freshmen:* Students who have never attended college or who have earned fewer than 12 semester hours following graduation from high school. (See following section, **Admission as a Freshman**)

* *Undergraduate Transfers:* Students who have previously attended any college or university and who have earned at least 12 semester hours following graduation from high school, but who have not received a bachelor's degree. (See following section, Admission as a Transfer Student to Undergraduate Colleges and Schools)

* *Postbaccalaureate Students:* Students who have received a bachelor's degree but who do not wish to be admitted to graduate study. (See following section, **Admission as a Postbaccalaureate Student**)

* *Graduate Students:* Candidates for master's, specialist, or doctoral degrees. (See following section, Admission to Graduate School)

* *Dental Students:* Candidates for admission to the College of Dentistry. (See following section, Admission to the College of Dentistry)

* *Law Students:* Candidates for admission to the Juris Doctor program in the College of Law. (See following section, Admission to the College of Law)

* *Medical Students:* Candidates for admission to the College of Medicine. (See following section, Admission to the College of Medicine)

* *Veterinary Medicine Students:* Candidates for admission to the College of Veterinary Medicine. (See following section, Admission to the College of Veterinary Medicine)

* *Special Students:* Applicants who do not fall into one of the above categories. (See following section, **Admission as a Special Student**)

* *Transient Students:* Applicants who wish to enroll for one term only, to complete work for transfer back to the home institution. (See following section, Admission as a **Transient Student**)

Traveling Scholar Program

The Traveling Scholar Program affords graduate students at State University System institutions an opportunity to take coursework or conduct research activities at any of the other institutions in the System. Coursework taken under the auspices of the Traveling Scholar Program at another university in the System will apply for graduate credit at the student's home institution. The deans of the graduate schools of the state universities are the coordinators of the program. For details regarding the Traveling Scholar Program and approval to participate in it, students must apply to the dean of the graduate school on their home campus.

Undergraduate Interinstitutional Registration Program

The Undergraduate Interinstitutional Registration Program enables students at State Uni-

Student Affairs

The following information describes the responsibilities of the various offices charged with assistance to students at the University of Florida. Additional information may be found in THE STUDENT GUIDE and THE CAMPUS DIRECTORY.

Vice President For Student Affairs

The goals of the Division of Student Affairs include: devloping effective and efficient services and programs for students through the various departments within Student Affairs; integrating student affairs and academic affairs; directly involving students in the affairs of the institution; encouraging a sense of community among students, faculty, and administration; and increasing accessibility to and attractiveness of the University of Florida to a wide variety of persons.

The Office of the Vice President for Student Affairs is located in 129 Tigert Hall and is open to assist individual students and groups in matters concerning them. All students are encouraged to share in the responsibility for enabling the various divisions of the University of Florida community to meet the needs of the students.

The Office of the Vice President for Student Affairs has administrative responsibility for the following offices and programs at the University of Florida: Office for Student Services, Student Housing Office, Office for Student Financial Affairs, Career Resource Center, J. Wayne Reitz Union, and University Counseling Center.

Office For Student Services

The Office for Student Services at the University of Florida is committed to the total development of students. The major purpose of this department's programs, services, and activities is to facilitate and enhance the intellectual, psychological, personal, and social development of students.

The Office for Student Services is located in 202 Peabody Hall. The staff, which includes deans and directors, are responsible for planning, coordinating, and implementing a variety of programs and services which are designed to provide students with the opportunity to reach their full potential academically and personally.

Other major objectives of the Office for Student Services include making students aware of and encouraging the use of the resources of the University; interpreting the goals, objectives, and actions of the University to students; and encouraging a sense of community among students, faculty and staff.

A number of program functions emerge from these overall purposes and are carried out by the Office for Student Services. These programs include:

- individual and group advising
- planning and carrying out programs and services for new students including orientation to the University
- assisting and advising minority students
- student conduct and discipline
- assisting veteran students and coordinating VA benefits with the Veterans Administration
- coordinating services and programs for disabled students
- programs and services for older students
- programs and services for women students
- student leadership development and recognition programs
- child care services (Baby Gator Nursery)
- alcohol and drug education programs
- committee responsibility for student petitions and admissions
- providing exit interviews for students withdrawing from the University
- fraternity and sorority advising and coordination
- liaision and advising Student Government and other student organizations
- planning and implementing special programs to personalize student experiences within the University

The Institute of Black Culture is also an operational unit of the Office for Student Services.

INSTITUTE OF BLACK CULTURE

The Institute of Black Culture is an educational tool for students at the University of Florida. It is a facility for enlightenment and Black awareness where Afro-Americans can focus on their history, literature, art, culture, and lifestyle. It is also a place where all ethnic groups can develop a better understanding of Blacks and an appreciation of Black contributions to American society. The institute sponsors programs, exhibits and related activities.

SERVICES FOR DISABLED STUDENTS

The Office for Student Services provides assistance for disabled students. Services are varied dependent on individual needs, and include but are not limited to: special campus orientation, registration assistance, securing auxiliary learning aids, and assistance in general University activities. The designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973, as amended, is Kenneth J. Osfield, Assistant Dean for Student Services, P202 Peabody Hall, 392-1261. Students with disabilities are encouraged to contact this office to obtain any needed assistance.

Upon request, the Undergraduate Catalog is available on computer disk to students with print-oriented disabilities. For more information, please contact the Office for Programs and Services for Students with Disabilities at 904-392-1261.

Student Housing

The University of Florida offers resident students a unique and exciting residence hall program. Living on campus is a profitable educational experience that students will long remember. The Division of Housing provides accommodations and programs to meet the needs of students while promoting the overall educational goals and objectives of the University.

The University of Florida has a large resident population of both in-state and out-of-state students, as well as students from 100 different foreign countries. Since students come from differing environmental backgrounds and social experiences, they bring with them varying needs and expectations. Because of this diversity in the student body, it would be a disservice to students to take a unilateral approach in developing the residence hall program. Therefore, the Division of Housing has developed a program based upon alternatives and choices. Students may select from various housing accommodations and environments that best fit their needs.

GENERAL INFORMATION

All freshmen who are admitted to the University will receive a housing application card with their formal letter of admission from the Office of Admissions until housing facilities are full.

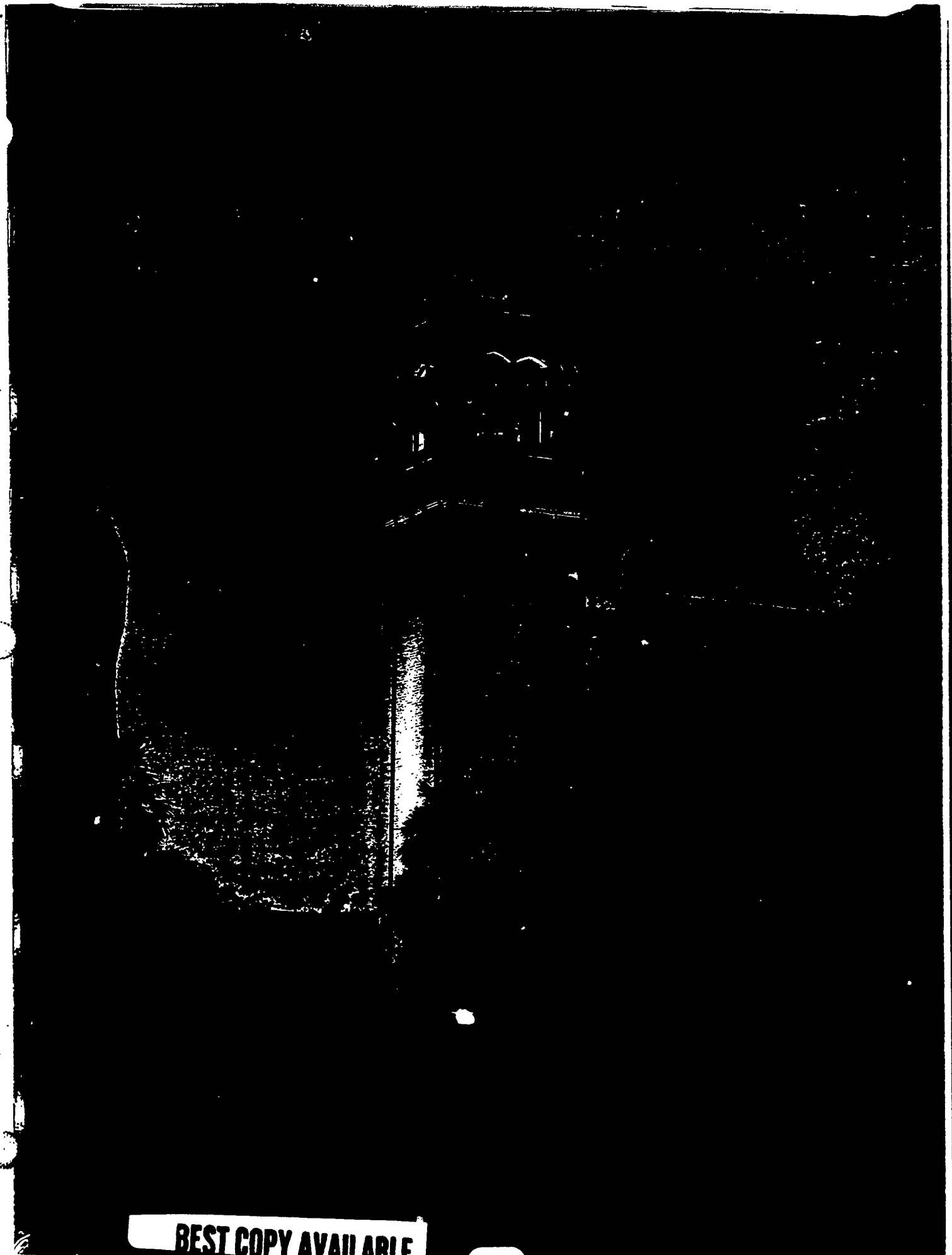
The University of Florida has no residency requirement for freshmen attending the University for the first time during the fall semester. Freshmen entering the University during the summer term(s) must live on campus during the summer to be eligible for fall semester on-campus housing. Entering students are free to choose either on-campus or off-campus accommodations. Students who voluntarily contract for on-campus housing normally must do so for the entire academic year (August to May) if enrolled. However, residents should be full-time students to be eligible to reside in the residence halls. Full-time enrollment for residence is defined as being enrolled in 12 semester credit hours if an undergraduate and 9 semester credit hours if a graduate student.

All students other than beginning freshmen must initiate their own arrangements for housing either by (1) applying to: Assignments Office, Division of Housing, University of Florida, Gainesville, FL 32611, or (2) obtaining accommodations in private housing. (See Off-Campus Housing later in this section.)

All correspondence concerning application for University housing should be addressed to the Division of Housing, Assignments Office, University of Florida, Gainesville, Florida 32611. An application for residence hall space for students other than beginning freshmen may be filled out twelve months prior to the semester or summer term for which admission is being sought. Prospective students are urged to apply as early as possible because of the demand for housing. Application requests are considered first-come, first-served, on a space-available basis.

Roommate requests will be considered if the individuals wishing to room together submit their housing agreements clearly indicating their desire to room together and elect the same visitation choice and assignment options.

Disabled students are also offered housing



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HANDICAPPED STUDENTS

The University of Florida does not discriminate on the basis of handicap in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the operation of any of its programs and activities as specified by federal laws and regulations. The designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973, as amended, is Kenneth I. Osfield, Assistant Dean for Student Services, P-202 Marshall Criser Student Services Center, 392-1261.

The Office of Student Services provides assistance for disabled students. Services are varied depending on individual needs and include, but are not limited to, special campus orientation, registration assistance, help in securing auxiliary learning aids, and assistance in general University activities. Handicapped students are encouraged to contact this office.

CONDITIONAL ADMISSION

Students who are not eligible for direct admission may be granted conditional admission to the Graduate School. Students may be granted conditional admission to defer final admission decisions until requisite examination scores or final grade records are available. Students may also be granted conditional admission to ascertain their ability to pursue graduate work at the University of Florida if previous grade records or Graduate Record Examination scores are on the borderline of acceptability or when specific prerequisite courses are required.

Students granted conditional admission should be notified by the department of the conditions under which they are admitted. When these conditions have been satisfied, the department must notify the student in writing, sending a copy to the Graduate School. Eligible course work taken while a student is in conditional status is applicable toward a graduate degree.

Students failing to meet any condition of admission will be barred from further registration.

POSTBACCALAUREATE STUDENTS

Students who have received a bachelor's degree but have *not* been admitted to the Graduate School are classified as postbaccalaureate students (6—). Postbaccalaureate enrollment is offered for the following reasons: (1) to validate undergraduate records from nonaccredited and unevaluated colleges; (2) to provide a means for students *not seeking a graduate degree* to enroll in courses—included in this category would be students who change their professional goals or wish to expand their academic backgrounds; and (3) to accommodate students who *do intend* to enter a graduate program at some future date, but need a substantial number of prerequisite courses.

Postbaccalaureate students may enroll in graduate courses, but the work taken will not normally be transferred to the graduate record if the student is subsequently admitted to the Graduate School. By petition in clearly justified cases and in conformance with regulations on courses and credit, it is possible to transfer up to but no more than two courses totaling six to eight semester hours of course work earned with a grade of A, B+, or B.

Students in the College of Education who desire postbaccalaureate classification to obtain teacher certification must provide the college with a clear statement of certification goals as a part of the requirements for admission. Interested students should write to 134 Norman Hall or call 392-0721 for further information.

FACULTY MEMBERS AS GRADUATE STUDENTS

University of Florida faculty in tenured or tenure-accruing lines, as designated by the Florida Administrative Code, may not pursue graduate degrees from this institution. Exceptions are made for the Florida Cooperative Extension Service (IFAS) county personnel, the faculty of the P. K. Yonge Laboratory School, and University Libraries faculty.

Under certain restrictions established by the Graduate Council, persons holding nontenure- or nonpermanent-status-accruing titles may pursue nonthesis master's degrees at the University of Florida. Any other exceptions to this policy must be approved by the Graduate Council. Such exceptions, if given, are extremely rare and will only be approved when it is determined to be in the best interest of the University.

STATE UNIVERSITY SYSTEM PROGRAMS

Traveling Scholar Program.—This program makes the entire State University System graduate curriculum available to University of Florida graduate students. A course or research activity not offered on this campus, taken under the auspices of the Traveling Scholar Program at another SUS university, will count as credit at the University of Florida if approved by the graduate coordinator or the supervisory committee chair and the Dean of the Graduate School. Traveling scholars are normally limited to one term on the campus of the host university. The deans of graduate schools of the state universities are the coordinators of the program, and interested students should contact the Graduate Student Records Office, 288 Grinter Hall.

Cooperative Degree Programs.—In certain degree programs, faculty from other universities in the State University System hold graduate faculty status at the University of Florida. In those approved areas, the intellectual resources of these graduate faculty members are available to students at the University of Florida.

GENERAL REGULATIONS

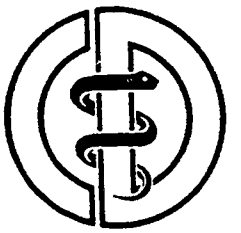
It is the responsibility of the graduate student to become informed and to observe all regulations and procedures required by the program the student is pursuing. The student must be familiar with those sections of the *Graduate Catalog* that outline general regulations and requirements, specific degree program requirements, and

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1992 • 1993

UNIVERSITY OF FLORIDA

College of Dentistry



BULLETIN

505

ADMISSION INFORMATION

EDUCATIONAL CONCERNS

The University of Florida College of Dentistry seeks to attract students of the highest caliber into its various programs. High standards of scholastic achievement, moral character, and motivation are expected of the applicants. The student of dentistry must possess a high level of basic aptitude and supplement it with a strong academic preprofessional education in order to master the vast area of science with which the dentist must be familiar. Men and women from various social and ethnic backgrounds are sought to join the dental profession. Currently the first-year class numbers approximately 75 students.

Students applying for admission to the College of Dentistry should plan to complete the requirements for a bachelor's degree. Outstanding students may be accepted without fulfilling the bachelor's degree requirements, provided they have completed at least 90 semester hours and show evidence of sufficient preprofessional preparation and maturity for the study of dentistry. Applicants with an overall "B" average as a minimum will receive strongest consideration for admission. Except in unusual circumstances, average scores are required on the academic and perceptual-ability portions of the Dental Admission Test.

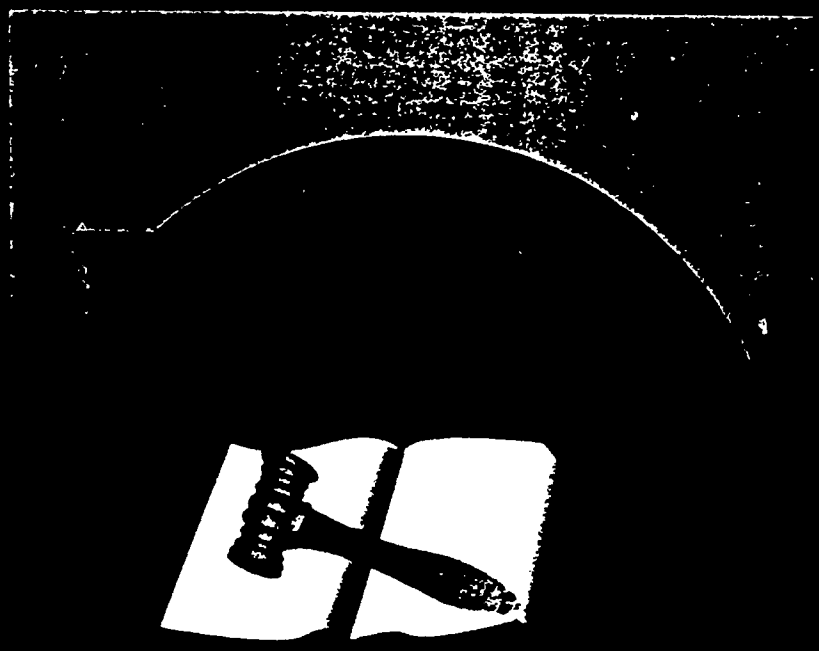
It is strongly recommended that students contemplating a career in dentistry seek counseling from preprofessional advisors at their colleges or universities or from the admissions office of the college of dentistry they plan to attend.

The University of Florida College of Dentistry does not discriminate on the basis of race, national origin, sex, marital status, religion, age, or handicap. The University, when appropriate, provides substitution of courses for handicapped individuals upon request.

In making its recommendations to the Dean of the College for the admission of applicants, the Admissions Committee considers the following

University of Florida
COLLEGE OF LAW

1991 - 1993 CATALOG



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NOTE: The information published in this bulletin is subject to modification by action of the faculty of the College of Law and the administration of the University of Florida. Students are required to acquaint themselves with modifications posted on the Administrative Bulletin Board and in the Student Services Office.

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UNIVERSITY OF FLORIDA

College of Medicine
1992-93 Catalog
The University Record

residencies and fellowships in programs accredited by the Accreditation Council on Graduate Medical Education. Affiliations with community health care programs provide additional opportunities for the College's educational and clinical care activities.

The University of Florida Health Science Center, including Shands Hospital and the Gainesville Veterans Affairs Medical Center, is located at the southeast corner of the University of Florida campus. The structural unity of the Health Science Center and the geographic location on the university campus promote an interdisciplinary approach to education, research and patient care.

STUDENTS

The College of Medicine recognizes its obligation to graduate, for the State of Florida and society, highly competent and responsible physicians. The realization of this goal is not possible without excellent students. The College strives for a diverse student population without preconceptions about what constitutes an ideal applicant. Equal opportunity and ethnic, racial, religious, gender and cultural diversity are important principles for our students and faculty. The University of Florida agrees with and abides by regulations regarding the recruitment and admission of students with handicaps, as it does regarding recruitment and employment of faculty and staff.

Interest in becoming a physician, in having the opportunity to contribute to caring for the health needs of fellow humans, begins before medical school. The faculty of the College of Medicine nurtures this interest whenever it occurs and encourages those with desire and talent to be confident they can become physicians.

Part of this encouragement is through preprofessional counseling provided cooperatively by the College of Liberal Arts and Sciences and the College of Medicine.

Volunteerism in communities and hospitals also an important way to nurture interest and learn about the variety of opportunities in health care. Exposure to biomedical research is an additional avenue for exploring opportunities in health care. All of these experiences help prospective medical students decide they have the necessary desire and dedication to become physician members of the healthcare team.

Admission to the College of Medicine is based on quantitative and qualitative criteria. Quantitative criteria are grade point average and performance on standardized examinations, such as the Medical College Admissions Test. Qualitative criteria include attitudes, values and personality characteristics.

After an applicant's academic potential to succeed in challenging learning situations is determined by quantitative criteria, the admissions committee is charged to concentrate on the applicant's social and personal history to focus on her or his potential as a physician. During the interview process, admission committee members seek indicators of altruism, community service, concern for the broader human condition, and deep desire to prevent illness and care for the sick that might predict a future physician who competent, compassionate and trustworthy.

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COMMENCEMENT

Memo: Commencement for Students with Disabilities
Memo: General Commencement Procedure
Memo: Master Check List for Commencement

TO: Ken Ostfield
Assistant Dean of Student Services

FROM: Vicki Clifford
Director, Academic Publications

DATE: September 16, 1992

RE: Commencement Accommodations for Students with Disabilities

This should clarify your new role in the termly commencement activities. Your willingness to assume coordination of special accommodations for students (and/or their guests) with disabilities is most appreciated. Without your help, these students might be unwilling to participate in commencement.

Your role should not involve much of your time. Students will contact your office if they require special accommodations. A new item appears in the fall letter to degree candidates informing them to contact your office for review of their request. (This letter is enclosed.)

There are two occasions which require you to forward information regarding approved requests for accommodations to the commencement coordinator and the chief marshal: December 1 and December 18. The second date is the day before commencement and it is the final opportunity to inform the chief marshal of last-minute needs. (Please refer to the commencement master checklist, which also is enclosed.)

You will be included each term in the master checklist routing list. If there are problems which develop, please contact the commencement coordinator, Barbara Talmadge Fincher, at 2-1361, ext. 7301, or the chief marshal, Carl Beeman, at 2-0502.

Again, thank you in advance for helping us serve the needs of all students. Commencement is such a special occasion; everyone should feel welcome to participate.

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University of Florida
Gainesville
32611-2073

Office of the Vice President
for Academic Affairs
and Provost

September 1992

To: Fall 1992 Degree Candidates

From: Barbara Talmadge Fincher
University Registrar and Commencement Coordinator

RE: Instructions for the Fall Commencement Convocation
Saturday, December 19, in the Stephen C. O'Connell Center

Commencement for the fall semester will be held in the Stephen C. O'Connell Center on December 19, 1992, at 10:00 a.m. You will assemble at 8:30 a.m., and the procession will begin at 9:15 a.m. All degree candidates will be given individual recognition. As you walk across the stage, your name will be read aloud by a commencement marshal, and you will shake hands with President Lombardi and the dean of your college.

Graduates are requested not to carry purses or helmets, as there is no place to store them. Please be on time to make sure that you will be seated with your college and able to walk across the stage in the order in which your name appears in the program.

No rehearsal will be held prior to commencement. You should familiarize yourself with the written commencement instructions, which are available now at the Cap and Gown Reservation Desk, University of Florida Bookstores, if you did not receive them in the mail. **The deadline to order commencement regalia is Friday, October 23.**

Rental prices are as follows:

Bachelor's Cap and Gown, rental fee $10.89
Master's Cap and Gown, rental fee $11.83 — Master's Hood, rental fee $ 9.95
Doctoral Cap and Gown, rental fee $13.10 — Doctoral Hood, rental fee $11.23

Hoods are mandatory for all graduate degrees

Hoods may be purchased at the following prices: Master's $54.33 Doctoral $64.66

Invitations and Announcements also are available at this time.

Caps and Gowns may be picked up on the mezzanine of the bookstore December 14-18, 1992, between 8:00 a.m. and 4:30 p.m. Please arrange to obtain your regalia no later than 4:30 p.m. on Friday, December 18. **Regalia will not be available on commencement morning.** You are required to pay your rental fee at the time you pick up your regalia. If you have your regalia and decide not to attend commencement, **notify** the bookstore. Your rental fee will be refunded to you until December 18.

Diplomas will be available at the Office of the University Registrar, 222 Criser Hall, **following** commencement. If you do not pick up your diploma within three weeks, it will be mailed to your permanent address. Please verify your permanent home address with the Office of the University Registrar.

You and your guests are expected to show courtesy to all present by remaining in place until the entire ceremony is complete. All candidates are expected to remain seated until the alma mater is completed. Academic regalia cannot be returned and your diploma cannot be picked up until the conclusion of the ceremony.

Doctoral Candidates: Notify your college graduate coordinator whether you will attend commencement exercises. Doctoral candidates planning to attend **must** be accompanied by a faculty escort. Please secure a faculty escort and give the name of that escort to your graduate coordinator. Your escort must also order regalia before the deadline.

Accommodations for persons with disabilities: Individuals (students or guests) with disabilities which require special accommodations should contact Ken Osfield, Assistant Dean of Student Services, at V/TDD 392-1261, by December 1, so that proper consideration can be given to the request.

If you have any questions concerning commencement, please call the Office of the University Registrar at 392-1374, ext. 7200.

These instructions do not apply to candidates from the colleges of Dentistry, Law, Medicine, or Veterinary Medicine.

Equal Employment Opportunity/Affirmative Action Employer

University of Florida
Gainesville
32611-2073

Office of the Vice President
for Academic Affairs
and Provost

Fall 1992
Commencement

To: John Battenfield, Assistant Vice President for University Relations
Carl Beeman, Chief Marshal
Willis Bodine, Jr., Professor of Music
Vicki Clifford, Academic Publications, Office of the University Registrar
Lionel Dubay, Director of the Stephen C. O'Connell Center
Jeremy Foley, Director of Intercollegiate Athletics
Eddie Gordon, Assistant Director of Physical Plant
Linda Gray, Assistant Vice President for Information Services
Keith R. Legg, Director of the Honors Program
Madelyn Lockhart, Dean of the Graduate School
Sue Logston, University of Florida Bookstore, Special Services
Wayne McDaniel, Director of Alumni Affairs
Giacomo Oliva, Department of Music Chair
Ken Osfield, Assistant Dean of Student Services
James Scott, Dean of Student Services

From: Barbara Talmadge Fincher, University Registrar and Commencement Coordinator

Subject: Master Checklist for Fall Commencement
December 19, 1992

Date: September 14, 1992

Attached is the master checklist for the fall semester commencement convocation, December 19, 1992. Please note the "Planned Date of Completion" for each phase. This is the last date for completion of your phase of this project. **All commencement program copy/disks must be submitted on or before the date specified in "Program Presentation to Printer."** The completion date for this commencement is **Monday afternoon, November 2.** Submitting all material to the printer on this date guarantees you the opportunity to receive the program proofs on Monday afternoon, November 16. On this date, corrections and changes as necessary are made. Please help us to meet these deadlines.

If you have any questions, comments, or suggestions, please feel free to call me at 2-1361, ext. 7301.

cc: John V. Lombardi, President
Andrew A. Sorensen, Provost
Gene W. Hemp, Vice Provost
Milton Morris, Director for Government Relations
Steve Pritz, Associate University Registrar

9/92

Master Checklist - 1992 Fall Commencement
December 19, 1992

The Office of Academic Affairs has overall responsibility for commencement activities. The Provost has delegated coordination of all operational responsibilities to the Office of the University Registrar.

Item	Date of Completion	Office Responsible
* Programs (specs,bids,contract)	Annual	Reg-pubs
* Faculty mailing labels	September 2	Reg-degrees
* Request list of marshals from colleges. Notify Chief Marshal & Reg-pubs.	Fall Only September 2	CC to college deans
* Printing Order- Commencement info for degree candidates.	By September 10	Reg-pubs
* President's office to arrange location of marshals meeting in Reitz Union. Notify Chief Marshal.	By September 15	PO to CM
* Notify Commencement Committees. Send Master Checklist.	By September 15	Reg-degrees
* Select recipients of 4-year and 2-year scholarship awards (and hon. mentions) and notify Alumni Services, PO, and Reg-pubs. Inform recipients to contact PO.	September 23	K. Legg to PO
* Notify faculty, deans, directors, and department chairs regarding participation in commencement.	By September 25	Reg-degrees
* Notify degree candidates.	By September 25	Reg-degrees
* Select recipient of the Doug Belden Award and notify Alumni Services, PO, and Reg-pubs. Inform recipient to contact PO.	Spring Only	Athletics to PO
* Select recipient of the Tracy Caulkins Award and notify Alumni Services, PO, and Reg-pubs. Inform recipient to contact PO.	Spring Only	Athletics to PO
* Invitations to platform guests.	September 25	PO
* Speaker	September 25	PO
* Honorary Degrees	September 25	PO
* Select recipient of Distinguished Alumnus award. Notify PO, IS, and Reg-pubs.	September 25	Alumni Services to PO
* Select recipients of leadership awards (and hon. mentions) and notify Alumni Services, PO, and Reg-pubs. Inform recipients to contact PO.	October 2	Student Services to PO
* Organist (music) & notify Reg-pubs.	October 2	Chair of Music to PO
* Notify deans and administrators about graduation; attach Division II cards.	October 5	CC
* Select Honorary Degree recipient; notify Reg-pubs.	October 6	PO
* Notify & brief Outstanding Students.	October 9	Alumni Services
* Order diplomas and hoods for honorary degree recipients.	October 13	Reg-degrees

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* Return Division II cards.	October 23	CC
* Reserve faculty caps & gowns.	October 23	Bookstore
* Hosts for guests	October 23	PO
* Order diplomas for degree candidates.	October 26	Reg-degrees
* Names of Distinguished Educators from Education to Vera	Fall & Spring Only October 26	PO to Reg-pubs
* Memo to Vera of names of persons returning Division II cards.	October 27	CC to PO
* Program to Reg-pubs. a) Speaker, honorary degree recipients, distinguished alumni, outstanding students (PO). b) Commencement agenda (Reg-pubs). c) Degree recipients (Reg-degrees) d) Feature article (IS)	November 2	PO/IS/Reg-degrees to Reg-pubs
* Send list and memo to colleges with Ph.D. and Ed.D. candidates.	November 4	GS
* Send list and memo to colleges without Ph.D. and Ed.D. candidates.	November 4	GS
* Proofread program page proofs (all program copy).	November 16-19	Reg. pubs. to Reg. degrees/ PO/IS. Return proofs to Reg-pubs
* Special late program copy (final submission only).	November 20, a.m.	PO to Reg. pubs.
* List of marshals and campus addresses to Chief Marshal.	November 25	CC to Chief Marshal
* Presentation/Citation text to Reg-pubs (Order with honor rolls- Print Div.).	November 30	PO to Reg-pubs
* Deadline for colleges to return list of Ph.D. & Ed.D candidates.	November 30	GS
* Program pictures to Reg-pubs.	November 30	PO to Reg-pubs
* Send letter and instructions to escorts of doctoral candidates.	December 1	GS
* Notify Chief Marshal & CC of students with any special needs.	December 1	Student Services to CM/CC
* Service and Security a) Reserved area parking b) Police	December 1	PO
* Proofread program blueline.	December 7	Reg-pubs only
* Obtain someone to lead Alma Mater.	December 9	PO
* Give number of degree candidates participating in ceremony to Chief Marshal.	December 14 - 18	Bookstore
* Honorary diplomas and honorary hoods delivered.	December 14	Reg-degrees to PO
* Presentation/Citations delivered.	December 14	Reg-degrees to PO
* Prepare list of platform guests and participants.	December 15	PO
* Platform list to Chief Marshal.	December 16	PO
* Prepare 3 sets of cards with names of doctoral candidates (including phonetic pronunciation, college, and escort) for C. Marshal/CC/Provost.	December 16	GS to PO

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* 250 programs to Registrar for special distribution.	December 16	Reg-degrees
* Prepare commencement packets (protocol list, platform guests, doctoral cards, comm. program) for C. Marshal/CC/Provost.	December 17	PO
* Preparation of President's Book.	December 18	PO
* Arrange platform seating.	December 18	PO/CM
* Programs delivered by printer to O'Connell Center. Building Services to distribute programs.	December 18	Reg-pubs
* Physical Arrangements a) Platform and decorations b) Chairs c) Public address system d) Facilities for music e) Signs at assembly point f) Reserved area for Mrs. Lombardi's party and other distinguished guests g) Programs in place	December 18	PO Bldg. Services
* Student Services to notify CM/CC of students with special needs.	December 18, by noon	Student Services to CM/CC
* Marshals Meeting in Reitz Union, 2:00 pm (CM to pick up commencement packets & 50 programs from PO.)	December 18	Chief Marshal
* Doctoral hoods to platform.	December 18	Bookstore
* Enrobing Area Prepared a) Room reserved b) Coat racks and hangers c) Security (Police) d) Refreshments e) Escort for Mrs. Lombardi's party f) Programs	December 19	PO
* Alumni awards to podium.	December 19	Alumni Services
* Reception	December 19	PO
* Send thank you to marshals.	Summer Only	Chief Marshal

CC= Commencement Coordinator	Barbara Talmadge Fincher, 2-1361, ext. 7301
Chief Marshal	Carl Beeman, 2-0502
Reg-pubs= Registrar's Office	Vicki Clifford, 2-1363, ext. 7215 - Academic Publications
Reg-degrees= Registrar's Office	Dee Dugger, 2-1374, ext. 7202 - Degree Certification
PO= President's Office	John Battenfield or Vera Hartsuch, 2-1341
GS= Graduate School	TBA
IS= Information Services	Linda Cray, 2-0186
University of Florida Bookstore	Sue Logsdon, Special Services, 2-0194
Director of Intercollegiate Athletics	Jeremy Foley, 375-4683
Dean of Student Services	James Scott, 2-1261
Assistant Dean of Student Services	Ken Osfield, 2-1261
Alumni Services	Wayne McDaniel, 2-1691
Stephen C. O'Connell Center	Lionel Dubay, 2-5500

COMMITTEE ON PERSONS WITH DISABILITIES (C.P.D.)

Accessibility Update, December 1992
Memo: Priority List for 1992-1993 Compliance Projects
Accessibility Update, May 1992
Memo: Access Projects for 1991-1992
Newspaper Article: C.P.D.

Accessibility Update

December 1992

Available Funds

$ 145,432.51 Available (92/93 Funds, $145,000 not released)
(No activity)

Projects Completed Since October 1992

Aerospace, Women's Restrooms
Install Visual Alarm, Architecture

Priority (Nov. 9 List)	Active Projects	Est/Actual Cost	Status
N/A	Install Lift, University Auditorium	$ 15,890.00 (pd)	Schedule for Completion Jan. 93
N/A	Access Walk O'Connell Ctr. and Perry Field	N/A	To be paid by Athletic Association
2	Repair Ramp at Chemical Engineering	15,000.00	PPD to fund pending release of 92/93 Funds
3	Install Hand Rails, Women's Restroom, Peabody Hall	500.00	Await funding
4	Change Door, Room Access, Norman Hall	3,000.00	Design under review - PPD to fund pending release of 92/93 Funds
5	Wheelchair Accessible seating, Rm L005, L007 L011 - Turlington	6,000.00	Under design
6	Install Ramp and Desks in Bless Auditorium Williamson Hall	10,000.00	Design under review await funds

Priority	Active Projects	Est/Actual Cost	Status
7	Install Exterior Signage, Accessible Entrance, Campus	5,000.00	On going
8	Install Wider Doors, Broward Teaching Center	1,400.00	Await funding
9	Renovate Restroom, Rhines Hall	15,000.00	Alternate concept under review
10	Install Movable Lift, Harn Museum	8,800.00	Await funding
11	Renovate two Faculty Restrooms, Holland Law Center	12,000.00	Alternate concept under review
12	Registration counter mod Criser Hall	4,000.00	New Project
13	Provide Accessibility Administration Bldg., P.K. Yonge	5,000.00	Await funding
14	Walkway to back P.K. Yonge	12,000.00	New Project
15	Provide Curb Cut for Handicapped Parking, P.K. Yonge	600.00	Await funding
17	Install Ramps, Rhines Hall	7,000.00	New Project
18	Install Exit Door Hardware, Rhines Hall	400.00	New Project
19	Change Door Knob, Peabody Hall	3,000.00	New Project
20	Change Restroom Thresholds, Turlington	3,000.00	New Project

Priority	Active Projects	Est/Actual Cost	Status
21	Registrar Counter Mod, Criser Hall	4,000.00	New Project
22	Wheelchair Access to Stage, Rm L005, L007, L011 - Turlington	6,000.00	New Project
23	Install Lift, Auditorium Stage, Holland Law Center	10,000.00	Under design
24	Install Lift Stetson Medical Service Bldg. (Health Center)	10,000.00	Under design
25	Student Financial Affairs Counter Mod, Criser Hall	10,000.00	New Project
N/A	Law Center, Faculty Restroom	12,000.00	Design on hold
N/A	Law Center, Elec. Door (12 each)	12,000.00	Design on hold

Robert L. Bell

RLB:rd

UNIVERSITY OF
FLORIDA

OFFICE OF STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

MEMORANDUM

To: Bob Cremer, Jr.

From: Kenneth Osfield

Date: November 9, 1992

Subject: Priority List for Access Projects for 92-93

As per your request, I have prioritized the two project lists the Committee on Persons with Disabilities had submitted to you earlier. Attached please find the new up-to-date prioritized list. You mentioned in your memo that you recommend funding the Baby Gator project. The committee met last month and decided not to provide any funding on the basis that we do not fund auxiliary organizations. After the committee decided not to fund the project I then contacted Steve Lehane, Baby Gator director, and discussed the reasons. I also contacted Administrative Affairs to get a ruling on the issue, I have enclosed a copy of their response. If you still feel we should cover the cost, I am in favor of it, but I will leave it up to you to clear with Administrative Affairs.

Two projects in particular need to be finished as soon as possible. Those projects are: projects 1 and 3. The reason, we will have students in those areas this January 1993. I have also attached a new project for review.

If there are any questions, please let me know.

cc: Committee on Persons with Disabilities file
enc: Priority List 92-93
Administrative Affairs memo
new project

Equal Opportunity/Affirmative Action Institution

Committee on Persons with Disabilities
Access Projects 1992-93

Priority List

1.	Chemical Engr	Ramp renovation	5,500.00
2.	Peabody/Criser	Install handrails - S-106	500.00
3.	Norman Hall	Room access - change door	3,000.00
4.	Turlington	Rms L005, L007, L011 wheelchair accessible seating	6,000.00
5.	Bless/Williamson	Install ramp and desk	10,000.00
6.	Campus	Install exterior signage showing accessible entrances	5,000.00
7.	Broward Teaching Center	Install wider doors	1,400.00
8.	Rhines Hall	Renovate restroom	15,000.00
9.	Harn Museum	Install lift (portable) at auditorium stage	8,800.00
10.	Law School	Renovate 2 faculty restrooms	12,000.00
11.	Criser Hall	Registration counter mod	4,000.00
12.	P.K. Yonge	Provide access to Admin. Bldg	5,000.00
13.	P.K. Yonge	Walkway to back	12,000.00
14.	P.K. Yonge	Provide curb cut at Admin. bldg	600.00
15.	Architecture	Install 4 visual fire alarms	1,680.00
16.	Rhines Hall	Install ramps	7,000.00
17.	Rhines Hall	Install exit door hardware	400.00
18.	Peabody Hall	Door knob changout suites 202 and 207	3,000.00
19.	Turlington Hall	Restroom thresholds	3,000.00
20.	Criser Hall -	Registrar counter mod	4,000.00
21.	Turlington Hall	Wheelchair access to stages rms. L005, L007, L011	6,000.00
22.	Holland Law Center	Install lift at auditorim stage	10,000.00
23.	Health Center	Install lift at Stetson Medical Service auditorium	10,000.00
24.	Criser Hall	Student Financial Affairs counter modifications	4,000.00
			$137,880.00
??	Baby Gator East	Ramps (2)	12,525.00
			$150,405.00

Elevator projects

Fine Art's "C"	Convert freight elevator to passenger	60,000.00
Rhines Hall	Convert freight elevator to passenger	75,000.00

Other projects

Reitz Union	Restroom upgrade at Orange and Brew	JWRU Project
Health Science	Library, elevator 3rd fl	Hlth Center PPD
Hub, Mini Mall	Ramp south side entrance	Campus Planning Proj.

Accessibility Update
May 1992

Funds Status - November '91 to Date

$70,029.00	November '91 Report
975.40	Move Sound Booth to Peabody (Dec. '91)
960.00	Install Door Levers, Peabody (Dec. '91)
2,769.00	Access Ramp, Little Hall (Jan' 92)
3,448.00	Law Center, Men's Restroom (Feb. 92)
3,607.00	Law Center, Women's Restrooms (Feb. '92)
3,354.00	Carleton Vending Area (Feb. '92)
15.40	Addition for Sound Booth (Feb. '92)
2,591.00	Restroom Upgrade, Carleton Auditorium (Mar. '92)
5,528.00	Restroom Upgrade, Frazier Rogers (Mar. '92)
4,838.00	Dauer Hall, Handicapped Access (Apr. '92)
400.00	Hard Surface, Peabody (Apr. '92)
446.00	Upgrade Info Center, Peabody (Apr. '92)
1,164.00	Restroom Upgrade, Turlington (Apr. '92)
1,517.00	Install Accessible Lockers, Law Center (May '92)
14.20	Adjustment (May '92)
$38,402.60	AVAILABLE

Active Projects	Est/Actual Cost	Status
Projects Completed		
Restroom Upgrade, Turlington		
Upgrade Info Ctr., Peabody		
Dauer Hall, Handicapped Access		
Under Construction		
Rogers Hall Stair Lift		Scheduled Completion May 92
Law Center, Men's Restroom		Scheduled Completion July 92
Law Center, Women's Restroom		Scheduled Completion July 92
Carlton Auditorium Restroom		Scheduled Completion May 92
Frazier-Rodgers Restroom		Scheduled Completion May 92
Install Accessible Locker, Law Center		Scheduled Completion June 92

Under Design

Install Moveable Lift, Harn Museum	20,000.00	Design In Progress
Install Lift, University Auditorium	17,500.00	Design In Progress
Access Walk, O'Connell Center and Perry Field	6,000.00	Design In Progress
Renovate Men's Restroom, Fine Arts C	4,000.00	Out for Quote
Modify Women's Restroom, Aero. Eng.	2,000.00	Design In Progress
Modify Freight Elevator, Aero. Eng.	UNK	To Consultant for Estimate
Install Exterior Lift, Loading Dock - Aero. Eng.	UNK	To Consultant for Estimate
Law Center, Faculty Restroom	12,000.00	Design on Hold
Law Center, Elec. Door (12 ea)	12,000.00	Design on Hold
Fine Arts C, Access Ramp	10,000.00	Design on Hold Await Committee Action

Robert L. Bell

MEMORANDUM:

To: Committee on Disabled Persons

From: Kenneth Osfield, Chair

Date: October 4, 1991

Re: Access projects for 1991-1992
$70,000. for projects
$50,000. for elevator upgrades

$ 929.60	1990-91 account
$70,000.00	1991-92
$70,929.60	for 1991-92

Projects Underway	Cost	Status
1. Stadium Road curb cuts (5)	$ 900.00	underway
2. Change door knobs to lever in Peabody/Criser Hall	$1126.00	underway
3. Move sound booth for recording textbooks for visually impaired students	$1165.00	bid

The following are proposed projects for 1991-1992:	Cost	Status
1. Law Center		
a) Women's bathroom (library)	$5120.00	
b) Men's bathroom (library)	$5190.00	
c) Faculty restroom in Holland Law Center		
d) Room 205 - upgrade to accessible standards		
e) Install accessible lockers		
f) electric doors		
2. Installation costs for lifts at:		
a) Harn Museum	$2000.00	
b) University Auditorium	$2000.00	

3. Upgrade Information Counter at Peabody for access

4. Chemistry Lecture Auditorium - install ramp to lecture platform

5. Install ramp at rear of FAB - access to 2 auditorium classroom

6. Restroom upgrades
   a) Rogers Hall (men's & women's)
   b) Rhine Hall (women's)
   c) Auditorium (lever handle on door)
   d) McCarty C (men's)
   e) Women's restroom ground floor TUR - ramp to 2 inch lip

ct will improve building access for disabled people

By JON GLASS
Alligator Staff Writer

A new federal law that protects the rights of disabled people is something akin to the 1964 Civil Rights Act in importance, one UF administrator said Wednesday.

Ken Osfield, UF Disabled Student Affairs assistant dean, said the Americans with Disabilities Act, which took effect Sunday, will help reinforce UF's commitment to improving conditions for disabled students.

"It's one of the most important pieces of legislation that's ever been passed because it gives equal rights to all disabled students," Osfield said.

The ADA requires that all public facilities be physically accessible and non-discriminatory to disabled people and to provide access to the service.

Although the act is directed toward the private sector, including restaurants, theaters and retail stores, UF still is affected because it falls under the "public entities" section.

Osfield said UF buildings have adhered to rules in section 504 of the Rehabilitation Act of 1973, which insisted universities remove any barriers that prevent disabled students from participating in any events.

"There was not much meat to (section) 504," Osfield said. "The ADA adds to 504 and strengthens it."

UF has 247 disabled students officially registered this year, but Osfield said the figure is much higher. A survey by a group of higher-education institutions and technology firms showed that about 10 percent of all college students are disabled.

Although the pressure is on UF officials to provide adequate service, Osfield said it's impossible to revamp the entire campus immediately.

"We can't go in and fix every building overnight," Osfield said. "But we can make everything accessible."

He said if a disabled student's class is in a building that isn't equipped for them, administrators will arrange for the class to be moved. He added that all buildings will be accessible in the future.

"We've been working with the ADA since it's been introduced," Osfield said. "We've adopted those as our guidelines for planning buildings."

Missie Sandefur, Student Government's Disabled Student Affairs cabinet director, said those in charge of renovations need to keep disabled students in mind.

"A big emphasis needs to be made that whenever changes are being made to existing buildings, they should be made accessible," Sandefur said.

Osfield mentioned other frequent problems that administrators are trying to address, including heavy doors, the lack of signs providing disabled information and the large amount of bicycle traffic on campus.

But Osfield said UF could face the same barrier that most other large universities do.

"The biggest problem is accessibility to modern technology such as computers," Osfield said. "We just don't have the equipment."

But the bottom-line setback to improving the situation is money. Osfield and Sandefur agreed that money for new facilities is being lost as the state faces fiscal problems.

see Disabilities, page 8

ALLIGATOR 1-31-12

DISABILITIES
from page 1

"Changes are being made, but the budget cuts aren't going to help," Sandefur said.

And if universities don't invest enough money in improvements, they may be spending time in court.

The government plans to enforce the ADA by allowing the U.S. Attorney General to represent individuals in specific cases and to file lawsuits up to $50,000 for first violations and $100,000 for second violations.

Sandefur said some people might consider lawsuits, but it would be best for both parties if the problem was settled out of court.

"Usually if someone puts the pressure on and threatens to sue, things get changed."

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CULTURAL PROGRAMMING

Center for Performing Arts Self Evaluation
Center for Performing Arts Letter Concerning Publications
Center for Performing Arts Brochure
Florida Museum of Natural History Self Evaluation
S.P. Harn Museum Self Evaluation

ATTACHMENT A

SELF-EVALUATION REPORT - AMERICANS WITH DISABILITIES ACT

PERFORMING ARTS CENTER - UNIVERSITY OF FLORIDA

BUILDING NUMBER: 315

HANDICAP FACILITIES AND SERVICES

The administrative offices, the main stage and all public areas including restrooms are completely wheelchair accessible either by ramp or elevator. In addition, all room numbers and elevator buttons are equipped with a braille translation.

HANDICAP SEATING AREAS (UNDER CONSTRUCTION)
Handicap seating with companion seating is available in the orchestra and balcony section of the main theater.
The Black Box theater

WHEELCHAIR LIFT
Access from the main theater seating area to the stage is available via a wheelchair lift located house left by the stairs to the stage.

HANDICAP DOOR
A handicap door is located at the main entrance to the lobby that allows easy access for wheelchair bound patrons without assistance.

ALTERNATIVE FORMAT PUBLICATIONS
Alternative format publications are available for visually impairs patrons with prior notice of at least 72 hours.

SOUND ENHANCEMENT SYSTEMS
Sound enhancement systems are available for the hearing impaired in the house manager's office before each event at the Center.

FLORIDA RELAY SYSTEM
Tickets may be ordered at the Center box office by hearing impaired patrons using the Florida Relay Service.

HANDICAP DRESSING ROOM
The Center has one individual handicap accessible dressing room which is equipped with an extra wide door and a handicap shower seat.

June 13, 1992

Mr Hank Reidelberger
P 205 Peabody Hall
CAMPUS

Mr Reidelberger,

Enclosed is the brochure currently being sent out to our affiliates and our master mailing list.

Our Marketing Director has assured me that at least every other newspaper ad will include a blurb regarding handicapped seating and that we will have hearing impaired systems available. I will send copies of those ads to you as they are printed.

Our season program as well as our docent tour information packet will also include handicapped information.

Paul Newman, Bob McKay and myself will be meeting with Alan Isaac from John Jones' office on Monday. At that time we will know the projected changes that will be made this summer in the orchestra section for better wheelchair accessibility.

More news to come . . .

Thanks,

Rhonda J. Edwards

Rhonda Edwards, House Manager
Center for Performing Arts

CENTER FOR THE PERFORMING ARTS

315 HULL ROAD UNIVERSITY OF FLORIDA GAINESVILLE, FLORIDA 32611 PHONE (904) 392 1900 FAX (904) 392 3775

The Center for the Performing Arts

315 Hull Road

University of Florida

Gainesville, FL 32611

Non-Profit Organization
US Postage
PAID
Permit 94
Gainesville, Fl

CAMPUS
SCOTT, JAMES
DEAN, STU AFF
P&E PIA
GAINESVIL, FL 32611

IT'S SHOWTIME!!

92-93 Season Calendar

533

533

Dec. 6

Pilobolus
Jan. 6

Johnny Mathis
Jan. 14-15

Preservation Hall Jazz Band
Jan. 16

Pinchas Zukerman/JSO
Jan. 17

Capella Cracoviensis
Jan. 21

Big Band Salute to Glenn Miller
Jan. 27

David Parsons Dance Company
Feb. 6

Mandy Patinkin: "Dress Casual"
Feb. 10

David Copperfield: "Magic for the Nineties"
Feb. 19

UF/GCC/JSO Choral Work
Feb. 27

The Chieftains
Feb. 28

Beaux Arts Trio
Mar. 3-5

The Velveteen Rabbit
Mar. 20

Mummenschanz
Mar. 25

NYC Opera "Carmen"
Mar. 26

James Galway/JSO
Mar. 28

"A Chorus Line"
Apr. 9-11

Mahlathini and the Mahotella Queens
Apr. 24

part of CenterStage Series

part of CenterClassic Series

The Center also hosts many exciting events presented by University and community organizations. For a complete listing of these events, call (904) 392-1900.

Services for Persons with Disabilities

The Center offers a variety of services for persons with disabilities. Seating and companion seating is available on both the orchestra and balcony levels, and sound enhancement systems are available for the hearing-impaired. Alternate format publications are also available. Please contact the Center 72 hours prior to the performance so that proper consideration may be given to your request. For more information, please call (904) 392-1900 extension 5, or call the Florida Relay Service at 1-800-955-8771 for TDD message translation.

On with the Show

Starting time for all shows is 8:15 pm unless otherwise noted. If you are late, an usher will be happy to seat you as soon as possible during the performance.

Please plan extra travel time for inclement weather.

Please check beepers and pagers with the House Manager, who will make note of your seat assignment in case of emergency. In addition, we ask that digital chiming watches be turned off during performances. And please remember, cameras and recording devices are not allowed in the auditorium.

How to Purchase Tickets

In Person:
Visit the Center Box Office during its business hours:

Monday - Friday: 10 a.m. - 6 p.m.

Sunday: During scheduled performances only, one hour before curtain time.

The Center Box Office is also open one hour before curtain time and throughout the first intermission on one-half hour after curtain at there is no intermission.

Tickets are also available at The University Office in the J. Wayne Reitz Union and all TicketMaster outlets. For a list of outlets in your area, call (800) 726-8669.

By Phone:
Call (904) 392-1900, ext. 5.

MasterCard and Visa credit card charges are accepted during regular Center Box Office hours.

A handling fee is charged for each phone order.

Tickets may also be purchased by phone through TicketMaster by calling (904) 353-3309, or through the University Box Office by calling (904) 392-1653.

Tickets go on sale approximately three weeks prior to the event date.

*Florida Arts Celebration, Inc. is recognized by the State of Florida as a Vital Local Cultural Organization and receives major funding from the State of Florida through the Florida Department of State, the Florida Arts Council and the Division of Cultural Affairs.

*Discounted student ticket price made possible by a subsidy provided by the J. Wayne Reitz Union

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UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

MEMORANDUM

To: Lee Flynn
PAC

From: Kenneth Osfield
504 Compliance Officer

Date: July 19, 1992

Subject: PAC Brochures and Pamphlets

Here is the information I told you I would send. For all publications put out by the PAC I suggest that a statement be included detailing the services for persons with disabilities. If there is a special policy for tickets or seating the procedures should be included. If there is someone in the ticket office that a person with a disability needs to contact then that should be listed. Have a section in all printed materials titled "Services for Persons with Disabilities". Within that heading have the following (or something similar): For individuals with disabilities, requiring special accommodations (assistive listening devices, large print programs, Braille programs, seating, etc.) please contact _____ within _____ hours of the performance so that proper consideration may be given to the request. For individuals with documented print related disabilities, this publication is available in alternate format upon request. Contact_____.

I suggest you put a time line in the announcement, as for the time that is up to your office. If you don't do this, then a person can attend and ask for the accommodation (assistive listening device) on the spot.

Alternate formats: Providing alternate format documents is easier than it may sound. Anyone needing your publications in alternate format may make a request. The most common types are: large print, which can be accomplished by just enlarging on your photo copy machine or by using a larger font when printing (14-18pt); Braille copies of anything can be obtained from my office for a small fee.

Finally, what plan do you have in place if a person calls and they are hearing impaired? Because of your new telephone system, it would be difficult for them to call for assistance. I suggest you list the MCI Relay Telephone number in your publications, that way a person would call the relay company and they would then call you and translate the message. The number and name of the program is: Florida Relay Service 1-800-955-8771(TDD). If you need more information you can call 1-800-955-8013(Voice/TDD). I have attached a copy of the pamphlet describing the program.

I suggest we take above mentioned ideas in order to be pro-active in our treatment of persons with disabilities. Patrons are expecting the PAC to be accessible when it opens for the 92-93 season, by doing this we are not only helping the disabled but we make the PAC look better. If you have any questions, please call.

cc: ADA file

Equal Opportunity/Affirmative Action Institution

FLORIDA MUSEUM OF NATURAL HISTORY
GAINESVILLE
PETER BENNETT, Ph.D.
Director

RESEARCH • EXHIBITS • EDUCATION UNIVERSITY OF FLORIDA
904/392-6562

November 24, 1992

Mr. Kenneth J. Osfield
Assistant Dean
Student Affairs
P202 Peabody
CAMPUS

Dear Ken:

Thanks for your consultation with the Museum staff as we complete our self-evaluation for the ADA. The facilities survey has been completed, although we haven't seen the results. The questions 1-4 are answered by department; 27-29 by entire museum.

Department of Interpretation:

1. The public areas include the exhibits, rest rooms and balcony. Our North Florida cave exhibit and Mayan Palace entrance and exit are wheelchair accessible with assistance. We will provide volunteers upon request. Signage defining access for the handicapped is being prepared. We will reserve balcony space for wheelchaired visitors for performances in the courtyard.

2. Computer equipment in the Fossil Study Center is accessible. Larger visuals are needed. Volunteers will assist the impaired.

3. Hearing impaired telephone service is not available. Museum staff and volunteers will arrange for assistance for hearing impaired for programs requiring amplification or signing.

   The information desk in the Museum lobby has Florida Relay Service information available for telephone assistance.

4. Museum information brochures will be available in large print.

Florida Museum of Natural History · Museum Road · University of Florida Gainesville, FL 32611-2035
EQUAL EMPLOYMENT OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER

Departments of Natural Sciences and Anthropology:

1. These facilities are not open to the public. They include faculty offices, research laboratories and collection storage areas in Dickinson Hall; C.A. Pound Human Identification Laboratory on Radio Road; Special Projects Facilities also on Radio Road; Herbarium in Rolfs Hall; Allyn Museum of Entomology in Sarasota, Florida; and Ordway Preserve and Swisher Memorial Sanctuary in Putnam Hall, Florida. These facilities are not fully accessible to disabled visiting scholars or students who have been cleared to consult our collections. However, it is our policy to make alternate arrangements to make specific collections accessible to disabled individuals on a case-by-case basis.

   The Herbarium isn't accessible to wheelchair bound students, faculty, staff or visitors. We will make every effort to provide alternate arrangements for those visiting the collections until the building is made accessible.

2. Computing facilities are not open to the public. They are assigned to specific staff and faculty. When necessary, alternate arrangements will be made to make them accessible to disabled employees.

3. There are no public telephones in the research departments. All incoming calls are routed through the central switchboard.

4. Large type copies of research and service publications will be made available upon request.

27. A-K Not applicable--function of the teaching departments in which our faculty have courtesy appointments.

28. A-H Ibid

29. A-E Ibid

Sincerely,

Peter Bennett

PB:st

SAMUEL P HARN
MUSEUM OF ART

October 28, 1992

Kenneth Osfield
Asst. Dean for Student Services
ADA Coordinator
P202 Peabody Hall
CAMPUS

Dear Mr. Osfield,

After conducting a self-survey of the Harn Museum of Art, we find no serious policy or practice that would make the museum inaccessible to persons with disabilities or special needs. The overall design of the museum is handicap accessible.

The Harn is totally wheelchair accessible, as there are no stairwells. The stairs we do have lead to the Registration Department and if anyone who is unable to use the stairs needs to go downstairs, we do have a freight elevator available to them.

One of our two water fountains is wheelchair accessible. The handles on the doors were chosen specifically with the handicapped in mind (there is no knob, rather the doors open when the handle is pushed down). All of our entry doors are self-holding and lock in an open position when pulled back. Also, we can and have adapted our phones for the hearing impaired.

We are currently working with Kenneth Perlowski to install a wheelchair lift to the stage in the auditorium. We expect it to be completed during fiscal year 1992-93.

The Harn has extensive programs by the Education Department that include lectures, performances, film/video series and docent-led tours. There are also printed materials relating to the museum, permanent and touring exhibits. For the visually impaired, this information is conveyed by volunteers at the Information Desk and by docents. In fact, one of our volunteers at the Information Desk is in a wheelchair. As an alternate to the printed matter, we also have readers available for the visually impaired.

For the hearing impaired who attend events in the auditorium, an Audex infrared listening assistance system is an integral component of our sound equipment. Also, we have wheelchairs at the museum available to our public.

UNIVERSITY OF FLORIDA
GAINESVILLE FL 32611-2038
PHONE 904/392 9826

Should you have any questions or need for further information, you can contact me at 392-9826.

Sincerely,

Charlotte A. Simmons

Charlotte A. Simmons
Administrative Assistant

CAS/jzr

EMERGENCY PROCEDURES

911 Services for the Hearing Impaired
Special Emergency Needs Request Form

UNIVERSITY OF FLORIDA
OFFICE OF ADMINISTRATIVE AFFAIRS
GAINESVILLE, 32611

POLICE DEPARTMENT
BUILDING 51 MUSEUM RD

TELEPHONE:
(904) 392-1111

December 16, 1992

MEMO

TO: Mr. Ken Osfield - FAX 392-5566

FROM: Mr. Fred Hamler - FAX 392-0539

SUBJECT: 911 Service For The Hearing Impaired

The University of Florida Police Department, Gainesville Police Department and Alachua County Sheriff's Office are all equipped with a TDD/TTY equipment to allow the hearing impaired to communicate with them. This also includes the 911 services for fire and ambulance.

A hearing impaired person on campus can communicate with these agencies by using their TDD for any emergency by just calling 911. This is the same for hearing impaired persons off campus as well since the 911 system is answered at a central dispatch location then routed to the proper agency.

If a hearing impaired person on campus wants to make a report of any kind, excluding an emergency, all they need to do is dial 392-1111 on the TDD and UPD will send an officer to aid them.

The University of Florida Police Department has a letter of agreement with both the Gainesville Police Department and the Alachua County Sheriff's Office for them to notify our agency when they recieve a 911 call for either fire or ambulance service and our agency will send an officer to assist or take a report as needed.

5'11

Current Date___

Identification of Special Needs for Emergency Procedures

The University of Florida is requesting your assistance in providing effective emergency procedures such as a building evacuation. Individuals with special needs relating to medical problems and/or disabilities that may need to be known to emergency staff (fire, police, rescue, etc.) are encouraged to complete this form and return it to the University Police Department (UPD) Attention: Computer Services through campus mail.

Please note only on campus buildings. If your scheduled time or location ON CAMPUS changes, please contact UPD with updated information. Additional forms are available in 124 Tigert Hall. This information is voluntary and will remain confidential.

NAME

LAST_____ FIRST_____
STUDENT, STAFF, OR FACULTY_____
TELEPHONE_____
SS#_____
DATE OF BIRTH_____
NEW LISTING OR REVISED LISTING_____
SIGNATURE OF PERSON COMPLETING FORM

_____

LOCATIONS
(ON CAMPUS BUILDINGS ONLY)

WORK_____
TIME_____
HOUSING_____

_____

(Indicate exact building name, room #'s, and times where possible. Students should only include on campus residence or work locations, not class schedules.)

Please identify medical problems and/or disabilities.

SPECIFY PROBLEM OR CONCERN

1._____ Physical_____
2._____ Health Concern_____
3._____ Hearing Loss_____
4._____ Mental Disability_____
5._____ Speech Impairment_____
6._____ Visual Impairment_____
7._____ Other, please Describe_____

_____

Do you have any special needs that emergency personnel should be aware of during an emergency (e.g. medication, mobility concerns, difficulty hearing alarms)?

_____

Are you currently registered with an existing emergency medical service (e.g. Medic Alert) _____ If so, which one?_____
If not, information on this program can be obtained from:
Medic Alert 1-800-344-3226

If you need assistance with this form or additional forms or desire more information on special services available for disabled students/staff, contact: DEAN KEN OSFIELD, 392-1261, 124 Tigert Hall. Please send this form directly to:

UNIVERSITY POLICE DEPARTMENT
ATTENTION: COMPUTER SERVICES

EMPLOYMENT

Employment Self Evaluation
Memo: Listening Devices for Employees
A.D.A. Workshop Workbook
Newsletter Article on A.D.A. Information for Employees
Memo: Duties of A.D.A. Compliance Officer
Memo: Essential Function Requirements for A.D.A.

EMPLOYMENT

(Self Assessment Under Americans with Disabilities Act of 1990 (ADA), Title I and Section 504 of the Rehabilitation Act of 1973 for University Support Personnel System and Administrative and Professional Employees.)

(1) Is the institution covered by ADA and Section 503 of the Rehabilitation Act of 1973, as amended?

Yes. The Affirmative Action Plan approved by the Department of Health and Human Services for University Support Personnel System (USPS) and Administrative and Professional (A&P) employees and 6C1-1.061 of the Florida Administrative Code (FAC) extend both affirmative action and equal opportunity to persons with disabilities and the efforts required in these documents will be continued to ensure coordination and consistency in ADA, section 503 and section 504 efforts.

(2) Discuss the general process whereby the institution recruits, advertises, and processes forms and applications for employment.

The general process for recruiting, advertising, and processing forms and applications for employment in USPS or A&P positions is described in Chapter Seven of the University's Handbook on Business Procedure.

(3) List those aspects of the process described in (2) that discriminate (or have the potential to discriminate) based on disability, including the selection and accessibility of recruitment sites and advertising or other communications to applicants that may not reach all persons with disabilities.

None.

(4) List all tests or selection criteria used for employment decisions. For each, note the skill, achievement level, or other factor that the test or criterion purports to measure.

The Central Employment Center only conducts one test, a Board of Regents approved electronic typing exam for USPS applicants. Selection criteria for referral of applicants to vacant positions is limited to the minimum eligibility criteria established by the State of Florida Board of Regents, any bona fide occupational requirements of a position, and EEO/AA mandated requirements. All resumes for A&P applicants who meet the qualifications for a specific advertised vacancy are referred for

consideration to the department having the vacancy or to a selection committee, if one has been appointed.

(5) For each test or criterion listed in (4), describe steps that will be taken to ensure that it measures solely what it purports to measure and that impaired sensory, manual, or speaking skills (unless those skills are the ones it purports to measure) are not being measured as well.

The only test given is required by the State of Florida Board of Regents who periodically conduct validation studies. Applicants with impaired sensory, manual, or speaking skills may be given special assistance with the test if in doing so, the integrity of the test is not jeopardized. We ensure that impaired sensory, manual or speaking skills are not being measured by assisting the applicant as necessary.

(6) Does the institution make available to employees and applicants for employment tests that are designed for persons with impaired sensory, manual, or speaking skills?

Yes, as stated above, on an individual basis, when needed, special arrangements are made to provide for the testing of applicants with impaired sensory, manual, or speaking skills. Test administrators must be approved by the University Personnel Services. The Employment Manager coordinates the testing of applicants with disabilities to ensure they are given appropriate consideration and assistance.

(7) List from (4) those tests or criteria that screen out (or tend to screen out) applicants with disabilities or employees with disabilities.

Typing test for blind applicants.

(8) For each test or criteria listed in (7), state whether the Chairman of the EEOC and/or the Director of OCR has identified any alternate tests or criteria that do not screen out as many persons with disabilities. Where alternate tests or criteria have been identified by the Chairman of EEOC or the Director of OCR, describe the steps that will be taken to employ these alternates in place of those tests or criteria currently used.

None.

(9) For each test or criteria listed in (7) for which the Chairman of EEOC and/or the Director of OCR has not identified any alternates, either: (A) provide background related to its validation as job-related; or (B) indicate

steps that will be taken to modify the test or criterion or discontinue its use for classes of persons with disabilities who are screened out.

The State of Florida Board of Regents requires typing exams, with passing scores of 35 cwpm, for clerk-typist, word processing, and secretarial positions based on the title assigned to the position through the USPS Classification Plan.

(10) Discuss steps that will be taken to ensure that no pre employment physical examinations are conducted for applicants who have not received conditional offers of employment.

Preemployment physical examinations are given only to applicants who have been offered a position identified by the University's Division of Environmental Health and Safety as requiring a physical. These positions generally require patient care, food service, animal contact, physical labor, or hazardous duty. Preemployment physical examinations are never conducted until after a conditional offer of employment is made.

(11) Will the institution be conducting for all applicants pre employment physical examinations after conditional offers of employment are extended to applicants?

No, preemployment physical examinations are conducted only for those applicants given a conditional offer of employment for positions previously identified by the Division of Environmental Health and Safety at the University of Florida as requiring a pre employment physical.

(12) Is the institution: (A) taking remedial action at the request of the EEOC and/or the OCR? (B) taking voluntary action to overcome effects of conditions that resulted in limited participation in programs? (C) taking affirmative action under ADA and section 503?

(A) No, we have not been requested by either the Chairman of EEOC or the Director of OCR to take any remedial action.

(B) Yes, data is being gathered from applications if the applicant voluntarily chooses to provide information. It is gathered solely for the purpose of determining the extent of the pool of applicants with disabilities and how this compares with those actually employed. Information regarding disabilities is a supplement to the application form and is strictly voluntary.

(C) Yes, special assistance is given to locate appropriate employment on an individual basis; for applicants who make known their disabilities that they feel may limit their scope of opportunity. No special effort is made to determine if a disability exists.

(13) Discuss, in general, the accessibility of the institution's facilities that are used by employees and applicants (including the personnel office). Describe, in general terms (with specific steps included in the Transition Plan), modifications that are likely to be required in order to ensure equal employment opportunity through reasonable accommodation.

Correction, where necessary in the University's facilities to ensure accessibility to all applicants and employees is being addressed thoroughly in the section on Program Accessibility. We understand this includes plans for modifications to all buildings not currently accessible to applicants with disabilities.

(14) Describe briefly the institution's method of job classification and description. Discuss any factors in this method, or any policies or procedures related to the method, that discriminate on the basis of disability, have a discriminatory effect, or otherwise classify, segregate, or limit persons based on disability. For each, discuss steps that will be taken to modify the method (or related policies or procedures) to ensure an absence of discrimination in the future. Consider organizational structure changes, career lines of progression, and seniority rights.

The University's method of job classification and description for USPS is prescribed by the State University System Board of Regents in 6C-5.730 of the FAC and in Chapter Seven of the University's Handbook on Business Procedure. For A&P, it is prescribed by Chapter 6C-5.02 of the Florida Administrative code. Copies of both chapters are included in the Appendix. None of the factors used are discriminatory.

(15) Will the institution be analyzing all job descriptions at once to determine essential and nonessential functions for each, or will essential and nonessential functions be determined prior to posting or advertising a position?

As job descriptions are submitted to Personnel for approval for both USPS and A&P positions, a determination of essential functions is indicated with the letter "E" in the left hand margin. Also, as job vacancy requisitions are received for posting and advertising, any special qualifications indicated are verified as essential for the job.

(16) **Describe briefly the institution's system of wage and salary administration. Discuss any factors in this system, or any policies or procedures related to this system, that discriminate (or have the effect of discriminating) on the basis of disability. For each, describe steps that will be taken to ensure an absence of discrimination in the future. Consider actions related to rates of pay or compensation, or changes in rates of pay or compensation.**

The University's system of wage and salary administration for USPS service is prescribed by the State University System Board of Regents in 6C.730 of the FAC and Chapter Seven of the Handbook on Business Procedure and for A&P in Chapter 6C-5.03 of the Florida Administrative Code. There are no discriminating factors on the basis of disability.

(17) **Based on a review of all pertinent policies, procedures, and practices related to employment, discuss any discrimination (or potential for discrimination) that may exist in personnel actions such as hiring, upgrading, promotion, the award of tenure, demotion, transfer, lay-off, termination, the right of return from lay-off, and rehiring. Describe, for each, steps that will be taken to ensure an absence of discrimination in the future.**

State and University policies, procedures, and practices for USPS service and A&P specifically prohibit discrimination on the basis of disability in personnel actions such as hiring, upgrading, promotion, demotion, transfer, lay-off, termination, the right of return from lay-off, and rehiring. Every effort is made to abide by these required policies, procedures, and practices within the guidelines of reasonable accommodation.

(18) **List any contractual relationships that the institution has with regard to its employees, including those with employment or referral agencies, labor unions, providers or administrators of fringe benefits, or training and apprenticeship programs.**

The University has the following contractual relationships with regards to its USPS and A&P employees:

1. a. United Faculty of Florida
   b. Professional Health Care Unit, FNA
   c. Human Services Unit, AFSCME
   d. Law Enforcement Bargaining Unit, FPBA
   e. Professional Unit, AFSCME
   f. Operational Unit, AFSCME

2. HRH Insurance Agency
3. Blue Cross and Blue Shield

(19) Based on a review of the specific terms of collective bargaining agreements listed in (18), and/or the institution's experience in dealing with the unions involved, list the terms or practices that result in discrimination on the basis of disability (or could result in discrimination based on disability). For each, discuss steps that will be taken to re negotiate contractual terms or eliminate discriminatory practices to ensure nondiscrimination in the future.

All collective bargaining agreements contain a nondiscrimination clause in accordance with state and federal laws.

(20) Based on a review of the specific terms of fringe benefit plans listed in (18), including medical, hospital, accident and life insurance and retirement policies or plans, whether they are administered by the institution or by an outside carrier, list terms that discriminate on the basis of disability. For each, discuss steps that will be taken to modify terms to ensure nondiscrimination in the future.

The state retirement plans and all insurance policies offered by the University are available to all new employees within the first thirty-one days of employment without evidence of insurability. Participation in the retirement plan is automatic for all employees and does not require an employee-contribution.

(21) List the terms of any other contractual relationships listed in (18) (in addition to those in collective bargaining and fringe benefit contracts) that are discriminatory (or have the potential to be discriminatory). Discuss, for each, steps that will be taken to modify such terms to ensure an absence of discrimination in the future.

There are no other contractual relationships.

(22) Discuss briefly the social, recreational, and other similar opportunities that the institution makes available to its employees. Discuss any steps that may be required to ensure that such opportunities are not limited for employees with disabilities.

The University has bus services and special parking throughout the campus for persons with disabilities. There are continuous social and recreational opportunities on the campus accessible to persons with disabilities such as theater, concerts, swimming, tennis, handball, pool, bowling plus sports events such as football and basketball.

(23) List all programs of leave granted by the institution, including leaves of absence, vacation, sick leave, sabbatical leave, and any others. Based on a review of policies and procedures governing the leave programs, discuss, for each, modifications that may be required to ensure nondiscrimination.

Leave policies are prescribed for USPS in 6C-5.305 of the FAC and Chapter Seven of the Handbook on Business Procedure and for A&P in Chapter 6C-5.21 of the Florida Administrative Code. Copies of these regulations are included in the Appendix. Leave policies and procedures are prescribed and administered on an equal basis for all employees.

(24) Describe all programs of apprenticeship, internship, and staff or professional development that the institution offers to its employees. Based on a review of policies and procedures governing such programs, and procedures used for selecting and providing support to employees for such programs, describe steps that will be necessary to ensure future nondiscrimination for employees with disabilities.

The University of Florida has an apprenticeship program that is approved by the State Department of Apprenticeship. As such, the apprenticeship program complies with all state and federal laws regarding nondiscrimination. Up to six hours of college credit course work per semester, tuition free, is available to full time employees. Policy and procedure training is available to all employees periodically and a variety of supervisory training programs are offered to employees working in an authorized supervisory capacity. There is no discrimination on the basis of disability in the selection of employees for participation in any of these programs.

(25) Based on a review of all policies, procedures, and practices of staff and faculty committees, councils, or senates, discuss any factors in the voting or selection processes, and the activities of such groups (including the accessibility of their meeting sites), that discriminate on the basis of disability. Describe steps that will be taken to ensure equal opportunities for staff and faculty with disabilities.

There are a series of University committees where final appointments of members are made by the University President. Each college/division has a designated EEO officer. There are no known factors in the selection process that discriminate on the basis of disability.

(26) List any parking or housing facilities that the institution makes available to its employees (or applicants for employment). For each facility, indicate whether or not accessibility has been achieved for persons with

disabilities and, if not, what steps will be taken to ensure an equal opportunity for persons with disabilities to use such facilities. Include in this analysis any policies or procedures related to such facilities that discriminate (or have the potential to discriminate) against persons with disabilities.

There are no housing facilities at the University specifically for employees or applicants. There are guest rooms for a fee available to the general public in the J. Wayne Reitz Union which employees or applicants may rent. These are accessible by ramps to the building and elevators to the guest room floor. All parking areas have reserved spaces for persons with disabilities. A parking map is included in the Appendix.

(27) **Institutions must develop some standards for determining whether an accommodation to the known physical or mental limitations of an otherwise qualified applicant or employee with a disability is "reasonable" or imposes an "undue hardship." Using the criteria set forth in paragraph 84-12(c) describe the general standards that will be used for making these determinations. Also, based on these standards, give some examples of accommodations that would be reasonable and accommodations that would impose an undue hardship.**

The general standard being used to determine whether an accommodation to a person who has a known physical or mental limitation is reasonable or imposes an undue hardship.

a. Whether the applicant meets the state's minimum qualifications required for the position vacancy.
b. Whether the applicant can meet necessary physical requirements of the job.
c. Whether the applicant can perform the job without endangering himself or herself or any other employee or impose undue hardship on another employee.
d. Whether the applicant can perform the essential functions of the job with or without a reasonable accommodation.

Examples of reasonable accommodations are:

a. Eliminating unnecessary physical requirements of a job.
b. Rearranging the work station to accommodate a person with a physically disabling condition so long as it does not seriously impair the facilities or seriously inhibit the ability of other employees to do their jobs.

Examples of accommodations that would impose an undue hardship are:

a. Hiring an employee who has a disability with documented impairment that very likely would require emergency medical treatment by authorized medical personnel as much as three times a day. This is an actual example of an applicant who suffered from severe epilepsy, who stated he did not always take his medication because he didn't want to and had as many as three grand mal seizures in one day.
b. Hiring an applicant whose physical impairment was such that the essential functions of the position would have to be reassigned to other employees and the employee with disabilities, in effect, would not be performing the job for which they were hired.

(28) Describe the general process whereby accommodations will be made for applicants who require them. Will there be a person to contact for all employees interviewing someone (or in the process of hiring someone) who may require an accommodation? Discuss this and similar organizational factors related to the process whereby accommodations will be made.

For applicants for USPS or A&P positions, the University makes the following accommodations:

a. Assists with the completion of applications or other forms for employment consideration.
b. Adjusts test requirements to meet the needs of applicants with disabilities such as reading the test to the applicant, giving individual tests at special locations easily accessible to applicants with disabilities , and away from group situations that might contribute to lowered performance.
c. Ensuring access to any and all buildings and movement anywhere within those buildings.

The Employment Managers in Central Employment are the contact persons for assistance with accommodations for applicants with disabilities.

(29) Describe the steps that will be taken to ensure adequate documentation of any decisions regarding refusal to hire or promote due to undue hardship. Discuss also organizational factors, such as those in (28), regarding authority to make decisions based on undue hardship.

An applicant's disability is not made known to hiring authorities. Hiring authorities select applicants to be interviewed electronically which

provide list of eligible applicants. All departments are required to document why they did not hire or promote any applicant interviewed.

(30) Have grievance procedures been established that will allow employees to file complaints with the institution on matters related to the ADA and section 504?

Grievance procedures that will allow employees to file complaints with the University on matters related to section 504 are prescribed for USPS in 6C-5.760 of the FAC, Chapter Seven of the Handbook on Business Procedure, and in each collective bargaining agreement. For A&P, grievance procedures are prescribed in Chapter 6C-5.08 and the respective collective bargaining agreement.

(31) List steps that will be taken to notify all employees on a periodic basis of the institution's obligations under the ADA and section 504, and of specific prohibitions or requirements.

Employees have and will continue to be notified of the University's obligations under the ADA and section 504 through employee handbooks, collective bargaining agreements, training sessions, and consultation with Employee Relations Advisors.

(32) Discuss the procedure to be followed and the schedule for developing Summary Report Forms for all steps to be taken as a result of this chapter on "Employment."

An institutional self-evaluation Summary Report Form has already been developed. The notification agreed to in answer to question (31) is indicated on the Summary Report Form attached.

ADA AND SECTION 504 SELF-EVALUATION
INSTITUTIONAL SELF-EVALUATION
SUMMARY REPORT FORM

7, 8 (Question #)

10/20/92 (Date)

1. Noncompliance identified: No current method to provide typing exams to blind applicants.

2. Contact Person: Assistant Director or Employment Manager

Phone: 392-4621 Department: Central Employment Center

3. Person responsible for completion: Jack Heidler

4. Recommended actions to be taken: Provide a typing text, using a Braille typewriter, if viable, to blind applicants as needed.

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville FL 32611-2058
(904) 392-1261
(TTY or Voice)

MEMORANDUM

To: Bob Willits
Assistant Director Personnel Services

From: Kenneth Osfield
Assistant Dean for Student Services

Date: June 2, 1992

Re: ADA

Enclosed is the information about assistive listening devices. The best thing to do is call the companies and request more information about their products. If you tell them your needs, they will be able to provide you with the proper equipment. Shop around for the best price.

When your office provides an in-service program you need to begin to put a statement on all announcements that explains that upon request accommodations will be made for those with disabilities. Ask that anyone needing any accommodations contact your office within 5 days (you decide the time line) and make a specific request. This can be for an interpreter, assistive listening device, or to make sure that the room is accessible. Every time you have a program, that program needs to be in a place that is accessible. If you need help determining if an area is accessible, give my office a call and we will be more than happy to provide in-service training into what to look for when checking for accessibility.

When your office publishes any job announcement you need to begin to put a statement somewhere on the announcement that the announcement is available in alternate text format. This should also be done for any position vacancy book at your office. With your newsletter, it may be wise to have a permanent statement, stating that it is available upon request, in alternate format for those with print disabilities.

Finally, to be pro-active, it may be wise when UF places position announcements in papers and journals, that we include a more comprehensive affirmative action and equal opportunity statement. For example, applications from minorities, women, veterans and persons with disabilities are welcomed.

As I mentioned over the phone, I will be more than happy to come in and discuss accommodations for persons with disabilities with you and your staff. Just let me know.

ADA file

Americans with Dis*ABILITIES* Act

(ADA)

University Personnel Services

Administrative Affairs

Americans with Dis*ABILITIES* Act

UNIVERSITY PERSONNEL SERVICES

NOTES

I. WELCOME AND OPENING REMARKS

II. WHAT IS THE ADA?

- Federal anti-discrimination statute
- Backed by Civil Rights Act of 1991
- Five titles

III. VIDEO - - "Part of the Team"

IV. TITLE I - EMPLOYMENT

- Opportunity to compete
- Same performance standards
- Prohibits discrimination
  - Qualified disability
  - Reasonable accommodation
  - Essential functions
  - Undue hardship

V. DisABILITY

- Physical or mental impairment
  Substantially limits major life activities
- Record / history of such impairment
- Regarded as disabled - perception

NOTES

VI. QUALIFIED INDIVIDUAL

- Disabled
- Satisfies minimum requirements
- Can perform essential functions
- With / without reasonable accommodations

VII. ESSENTIAL FUNCTIONS

- Fundamental duties
- Unaided / reasonable accommodations
- Reason for position
- Limited number of employees
- Highly specialized function

VIII. REASONABLE ACCOMMODATIONS

Employer - - any change enabling disabled to work.

- Job application
- Work environment / performance
- Equal benefits and privileges
- Documentation

Applicant / Employee

- Inform employer
- Known limitations
- Submit documentation

IX. UNDUE HARDSHIP

- Nature / net cost
- Overall financial resources
- Type of operation
- Impact on operation

NOTES

X. EXCEPTIONS

ADA does not:

- Guarantee equal results
- Establish quotas
- Require preferences

XI. DEPARTMENT REQUIREMENTS:

- Establish essential functions
- Reflect on detailed, current position descriptions
- Do not waive

XII. EMPLOYMENT PROCESS

- Treat all applicants alike
- Reasons to prevent performance?
  - No - - move on
  - Yes - - discuss accommodations
- Do not assume disability
- Lawful and unlawful questions
- Hire most qualified / appropriate

XIII. PRE-EMPLOYMENT PHYSICALS

- After offer / before beginning date
- Authority: Environmental Health & Safety

GUIDELINES FOR INTERVIEWERS

1. BEFORE MAKING A JOB OFFER, AN EMPLOYER:

   - **May** ask questions about an applicant's ability to perform specific job functions.
   - **May not** make an inquiry about a disability.
   - **May** make a job offer that is conditioned on satisfactory results of a **post-offer** medical examination or inquiry.

2. BASIC REQUIREMENTS ABOUT PRE-OFFER INQUIRIES:

   - An employer **may not** make a pre-employment inquiry about a disability or about the nature or severity of a disability:
     - On application forms (exception: for affirmative action purposes if voluntary).
     - In job interviews.
     - In background or reference checks.
   - An employer **may not** make any medical inquiry or conduct any medical examination before making a conditional offer of employment.
   - An employer **may** ask questions about a job applicant's ability to perform specific job functions, tasks, or duties, as long as these questions are not phrased in terms of a disability. Questions need not be limited to the "essential" functions of the job.
   - An employer **may** ask all applicants to describe or demonstrate how they will perform a job, with or without an accommodation.

3. QUESTIONS THAT **MAY NOT** BE ASKED IN JOB INTERVIEWS:

   - Have you ever had or been treated for any conditions or diseases? (Followed by a checklist of various conditions and diseases.)
   - Have you ever been treated for any mental condition?
   - Is there any **health-related** reason why you may not be able to perform the job for which you are applying?
   - How many days were you absent from work because of illness last year?

   (Pre-employment questions about illness may not be asked, because they may reveal the existence of a disability. However, an employer may provide information on its attendance requirements and ask if an

3. Continued

applicant will be able to meet these requirements.)

- Do you have any disabilities or impairments that may affect your performance in the position for which you are applying?

  (This question should not be asked even if the applicant is requested in a follow-up question to identify accommodations that would enable job performance. Inquiries should not focus on an applicant's disabilities. The applicant may be asked about **ability to perform** specific job functions and **how** they would be performed, with or without a reasonable accommodation.)

- Have you ever been treated for drug addiction or alcoholism?

  (Information may not be requested regarding treatment for drug or alcohol addiction, because the ADA protects people addicted to drugs who have been **successfully rehabilitated, or who are undergoing rehabilitation,** from discrimination based on drug addiction. The University's drug policy and standards for on-the-job alcohol consumption, on the other hand, can be covered.)

- Have you ever filed for workers' compensation insurance?

  (An employer may **not** ask about an applicant's workers' compensation history at the pre-offer stage but may obtain such information after making a conditional job offer. Such questions are prohibited because they are likely to reveal the existence of a disability. In addition, it is discriminatory under the ADA not to hire an individual with a disability because of speculation that the individual will cause increased workers' compensation costs.)

Information about an applicant's ability to perform job tasks, with or without accommodation, can be obtained through the application form and job interview. Other needed information may be obtained through medical inquiries or examinations conducted **after** a conditional offer of employment.

From: Technical Assistance Manual (Title I)
Americans With Disabilities Act
Equal Employment Opportunity Commission
January, 1992

STATE UNIVERSITY SYSTEM OF FLORIDA
UNIVERSITY OF FLORIDA
UNIVERSITY SUPPORT PERSONNEL SYSTEM
POSITION DESCRIPTION

CURRENT DESCRIPTIVE DATA		FOR COMPLETION BY PERSONNEL UPON FINAL ACTION	Position Number:
Please complete numbered items. Instructions are provided in hidden text.		Approved Class Title:	Approved Class Code:
1. Position Number: XXXXX	2. Requested Classification Action–New, Update, or Change: Update	Transaction:	Effective Date:
3. Class Code: 50004	4. Class Title: Senior Clerk		
5. University of Florida	6. V.P. Area:		
7. College/Office/Division:	8. Department:		
9. Section:	10. Subsection:		
11. City: Gainesville	12. County: Alachua	Signature of University Personnel Director	Date:

ASSIGNED DUTIES AND RESPONSIBILITIES

13. List in order of importance. Use additional sheets if necessary.

Approximately % of time for each		Specific task
E	30%	Maintains leave records for all University employees. Inputs leave occurrences into the Central Leave system for each employee. Verfifies Leave Activity report for accuracy. Investigates questions pertaining to Central Leave and records for employees, and act as liaison between employees and UF Special Programs. Notifies supervisors of any special compensation balances or any other leave that has been accured in order that employee may use prior to end of year and avoid cash out. Keeps supervisors abreast of Personal Holidays so that employees can use and not lose prior to end of fiscal year.
E	20%	Types personnel transactions as directed by the clerical supervisor. Uses both personal computer and typewriter to process the various forms relating to central employment, records, payroll and other forms as necessary.
E	20%	Receives time cards from each clinic on time card due day; checks each time card for accuracy including addition totals and policy. Notifies each supervisor of any errors, missing signatures, missing leave applications, etc. Also checks leave applications for accuracy and appropriate signatures. When time card changes are made, notifies Office Manager of any changes that affects employee's pay.
E	20%	Acts as receptionist in the Personnel Office by assisting and routing visitors appropriately, answering the phone.
	5%	Types general correspondence for the Personnel staff, as well as for the Office Manager. Uses dictation equipment to accomplish this, if needed.
	5%	Other duties as assigned.

"E" indicates Essential Functions, which are the functions that this position exists to perform. Any incumbent in this position must be able to perform all these essential fundamental duties, with or without reasonable accomodations. Management retains the right to modify or add duties at any time.

CAMPUS RESOURCES

IF YOU HAVE QUESTIONS ABOUT:	CALL:
1. Facilities and Accessibility	Facilities Planning 232 Stadium 392-1256
2. Essential Functions	a. Classification and Compensation 326 Stadium 392-1213 b. Your Satellite Office Health Center 392-3786 IFAS 392-4777 PPD/E&G/AUX 392-2333
3. Employment or Interviewing Concern	a. Central Employment Center 4th Floor Stadium 392-4621 b. Your Satellite Office Health Center 392-3786 IFAS 392-4777 PPD/E&G/AUX 392-2333
4. Pre-Employment Physicals	Environmental Health and Safety 317 Nuclear Sciences Center 392-1591
5. EEO Concerns and Questions	Office of Affirmative Action 352 Tigert Hall 392-6004
6. Certified Interpreters for the Hearing Impaired/All Student Related Matters	Office of Student Services, Disabled Student Affairs 205 Peabody Hall 392-1261

Americans with Disabilities Act provides equal opportunity to disabled

"The Americans with Disabilities Act works to ensure that people with disabilities are not prejudged," said Bob Willits, Associate Director for University Personnel Services. "It encourages us to focus on an applicant's ability to contribute rather than any perceived inability."

The Americans with Disabilities Act—or ADA—is a federal anti-discrimination statute, which is designed to address barriers that prevent individuals with disabilities from having the same employment opportunities as those who do not have disabilities.

On January 26, 1992, Title III of the ADA went into effect. This portion emphasized architectural structure and physical barriers.

The remaining portions of the ADA—which focus, in part, on hiring and related practices—go into effect on July 26, 1992.

"(The ADA) encourages us to focus on an applicant's ability to contribute rather than any perceived inability."

Like the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, national origin, and sex, the ADA seeks to ensure access to equal employment opportunities based on merit.

The ADA does not guarantee equal results, establish quotas, or require preferences favoring individuals with disabilities over those without. Instead, the ADA requires the employer to determine a disabled individual's ability to perform the essential functions of the specific job held or desired—and whether reasonable accommodation could remove any barrier to his or her performance.

"The ADA will affect how we write job descriptions as well as several aspects of the hiring process," Willits said. "We'll provide specifics to the university community this summer through information sessions and by memorandum."

Living well series offers health- and fitness-related information to employees

The latest addition to the University of Florida training agenda includes a living well series that is sponsored by the Living Well Employee Wellness Program, the College of Health and Human Performance, and University Personnel Services.

The living well series provides up-to-date information about self-reliant health care and fitness programming—all in a relaxed lecture or discussion format.

The series focuses on topics such as cancer prevention, health risk assessment, muscular strength, endurance and flexibility, nutrition, safety, goal setting, body composition, cardiovascular fitness, stress management, blood pressure control, cholesterol, CPR, smoking cessation, and wellness.

The living well series' first program, "Good Stress, Bad Stress: It's Up to Me," was offered twice in May.



The next program, "What You Need to Know About Blood Pressure," will be held on June 17 from 1:30 to 3:00 p.m. This 90-minute program will cover blood pressure, the effects of exercise and weight control, and medications.

Michael Pollock, Ph.D., director of the Center for Exercise and Sport Science, will present the latest research information about blood pressure. David Lowenthal, M.D., director of the Veteran's Administration Gerontology Department, will present information on medications necessary to control hypertension as well as their effects and side effects.

Call Special Programs (392-4626, SC 622-4626) for reservations. For information about the Living Well Employee Wellness Program, call 392-8740 (SC 622-8740).

UNIVERSITY OF FLORIDA

OFFICE OF STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

MEMORANDUM

To: Dr. Jackie Hart

From: Kenneth Osfield

Date: November 18, 1992

Subject: ADA Self-Evaluation/Employment

As you know our ADA Self-Evaluation is due January 26, 1993. An important part of the evaluation will be the section covering employment. The majority of SUS campuses have one ADA coordinator, our campus though is unique, as we have you coordinating all employment aspects of the ADA and my role as coordinator of the Self-Evaluation. As such I would like to see the Self-Evaluation submitted by the due date mentioned above. In our meeting, scheduled for November 18, 1992 I would like to discuss a time-line for the employment portion of the report. I would like to see the draft of the report sometime before the end of December.

Attached is some information that may be helpful in completing your report. I have included sample questions from current ADA materials and also the old questions from the 504 Self-Evaluation. I trust these will be useful to you.

If there are any questions please let me know.

cc: ADA file
enc: ADA Employment Assessment Tool
504 questions

Equal Opportunity/Affirmative Action Institution

UNIVERSITY OF
FLORIDA

Office of Administrative Affairs
University Personnel Services

337 Stadium
Gainesville, FL 32611-2033
(904) 392-1075
FAX (904) 392-7094

October 22, 1992

MEMORANDUM

TO: **Deans, Directors, and Department Chairpersons**

FROM: Jack Heidler, Director
University Personnel Services

SUBJECT: Essential Function Requirements for ADA

New employment requirements took effect with the implementation of Title I of the Americans with Disabilities Act (ADA) on July 26, 1992. Through information sessions conducted during July and August, University Personnel Services has provided information regarding the requirements of the ADA and its impact on the USPS and A&P personnel processes. One such requirement is the identification of essential functions for all positions at the University of Florida. Generally speaking, essential functions are those primary duties an employee performs without which the position would not exist, and which an individual must be able to perform unaided or with reasonable accommodations.

In an effort to ensure compliance with the essential function requirement of the ADA, we have asked all departments to review USPS and A&P position descriptions for accuracy in describing the tasks and responsibilities, reporting relationships, level of independence, licensure requirements, and other parameters of the position as requested on the position description forms. In keeping with the ADA perspective, responsibilities should be described in terms of what is to be accomplished, rather than how (e.g., involves moving heavy boxes rather than involves lifting heavy boxes).

Once tasks and responsibilities are listed, those that are considered essential should be designated with the letter "E" in the left hand margin of the position description as shown on the attached example. If no changes have occurred in the assigned duties, departments may photocopy the existing position description, obtain original signatures, and submit the updated version to the Classification and Compensation office in Room 326 Stadium West. **This process should take place as soon as possible; however, to ensure expeditious recruitment activity for a position vacancy, this process should take place prior to submission of a requisition. This position description should be provided to and reviewed with applicants by the department representative during the interview process.**

Equal Opportunity Affirmative Action Institution

As a reminder, it is important that departments keep the position descriptions current and submit updates as necessary to Classification and Compensation. The Classification and Compensation staff are available to assist you with specific questions regarding essential functions and may be reached at 392-1213.

If you have questions about the employment requirements of ADA or if you would like to attend one of our ADA information sessions, please call the Central Employment Center at 392-2701.

JH/jmg
Attachment
cc: E. Poppell
K. Osfield
J. Hart

FACILITIES ASSESSMENT

Memo: Campus Physical Assessment
Memo: State Wide Physical Assessment
Memo: A.D.A. Compliance Process
Memo: Three Steps to Compliance
Memo: Facilities Study Summary
Memo: Physical Assessment Process
U.F. A.D.A. Physical Assessment Survey (Draft)
U.F. A.D.A. Accessibility Survey

UNIVERSITY OF
FLORIDA

College of Architecture
Office of the Dean

331 Architecture Building
Gainesville FL 32611-2004
(904) 392-4836

January 7, 1993

MEMORANDUM

To: Mr. Ken Osfield

From: Jim West

Re: ADA Self Evaluation Draft

For your use in the Facilities Assessment section of the report, please edit as necessary.

A comprehensive facilities assessment for compliance with the ADA Accessibility Guidelines is being completed by a team led by Professor James West of the College of Architecture. The survey is being conducted on a room by room basis within the buildings. In addition to the interior spaces, the survey includes an assessment of compliance for the exterior accessible routes on campus. All surveyed areas, both interior and exterior are being checked for compliance with all of the requirements of the ADA Accessibility Guidelines. Upon completion, a summary of this study will be added to this self-evaluation.

STATE UNIVERSITY SYSTEM OF FLORIDA
325 West Gaines Street, Tallahassee, Florida 32399-1950

MEMORANDUM

TO: ADA Coordinators

FROM: Ms. Regina E. Sofer

DATE: September 28, 1992

SUBJECT: Americans With Disabilities Act (ADA) Surveys

As you will recall, the University of Florida, College of Architecture is under contract with the State University System to coordinate the facilities surveys required under the ADA. Enclosed is correspondence from Chancellor Charles B. Reed regarding the survey and the ADA compliance process. The survey of auxiliary spaces beyond the scope of this contract is being negotiated with your universities, per a recommendation from the Council of Academic and Financial Affairs.

If you need additional information, contact your institution's Facilities Planning Director, or you may call Mr. Robert Friedman, Director of Capital Programs, at Suncom 277-8083 or (904) 487-8083.

RES/jj

Enclosure

cc: Mr. Robert Friedman
Ms. Rosalyn B. Greene
Dr. Jacquelyn D. Hart

AN AFFIRMATIVE ACTION—EQUAL OPPORTUNITY EMPLOYER

University of Florida Gainesville • Florida State University Tallahassee • Florida A&M University Tallahassee • University of South Florida Tampa • Florida Atlantic University Boca Raton

University of West Florida Pensacola • University of Central Florida Orlando • University of North Florida Jacksonville • Florida International University Miami

STATE UNIVERSITY SYSTEM OF FLORIDA
325 West Gaines Street, Tallahassee, Florida 32399-1950

RECEIVED

September 16, 1992

M E M O R A N D U M

TO: Members, Council of Presidents

FROM: Charles B. Reed

SUBJECT: Americans With Disabilities Act Survey
Building Access

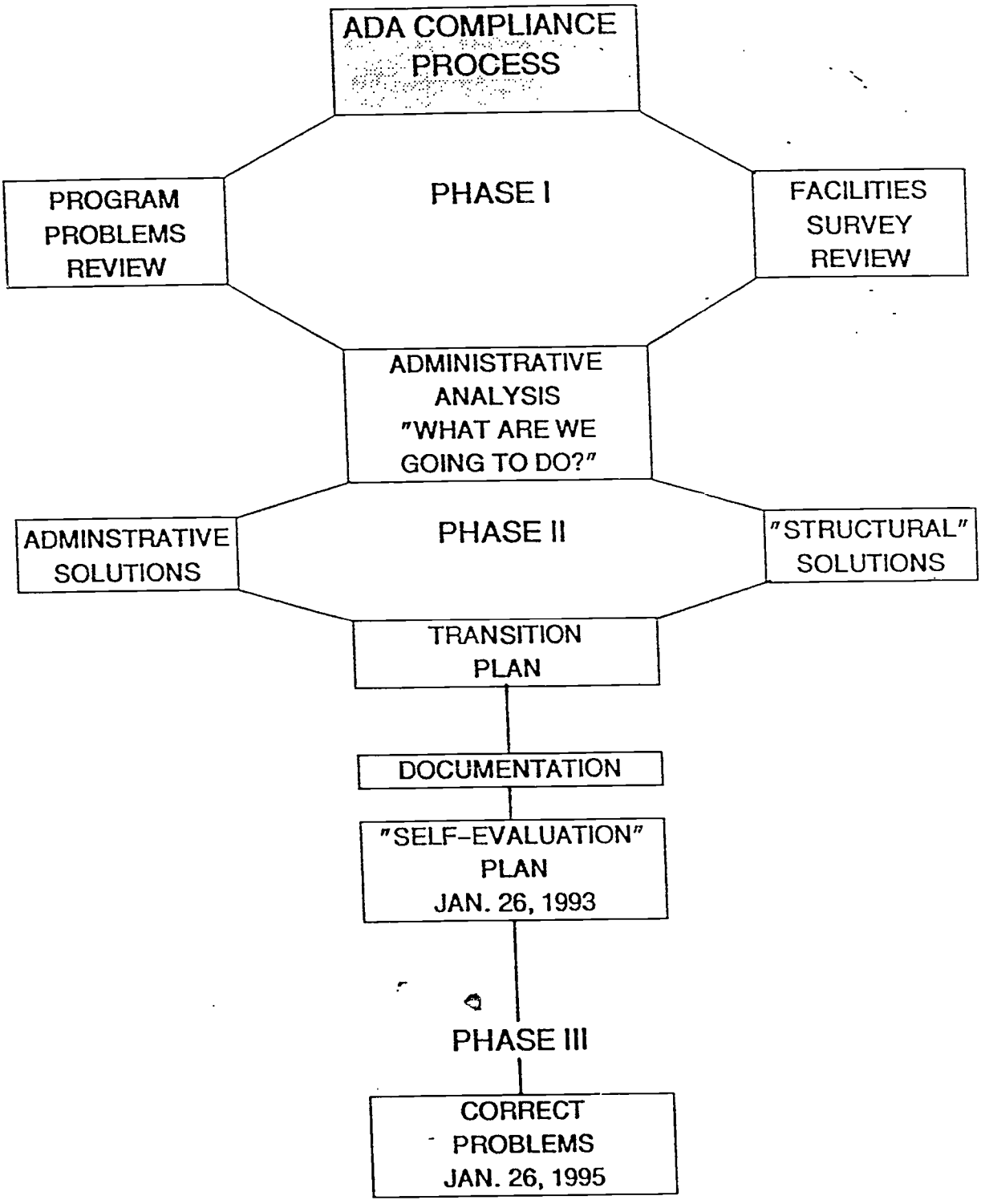
The University of Florida College of Architecture will be coordinating an effort to provide building surveys at all universities as an element of the Self-Evaluation process for compliance with the Americans With Disabilities Act of 1990. Survey teams are being assembled from faculty and students at four universities. These teams will survey Educational and General, Contract and Grants, and Auxiliary Housing space. Other areas are not being surveyed under this contract.

In order to accomplish this objective, the survey teams should be allowed access to all university spaces, key plans, and SPACE file information. Please inform all appropriate staff of this undertaking and provide cooperation and coordination. You will be responsible for surveying all spaces that are not made available to the survey teams. Any deferral or time delay will cause your university further difficulty in accomplishing the Self-Evaluation Plan.

Other auxiliary spaces not included in this survey contract may be negotiated directly between your university and the University of Florida College of Architecture.

RMF/nkw

cc: Mr. Wayne Drummond
Mr. Robert Friedman
Ms. Regina Sofer
Directors, University Facilities Planning


ADA COMPLIANCE PROCESS
PHASE I
PROGRAM PROBLEMS REVIEW
FACILITIES SURVEY REVIEW
ADMINISTRATIVE ANALYSIS "WHAT ARE WE GOING TO DO?"
PHASE II
ADMINSTRATIVE SOLUTIONS
"STRUCTURAL" SOLUTIONS
TRANSITION PLAN
DOCUMENTATION
"SELF-EVALUATION" PLAN JAN. 26, 1993
PHASE III
CORRECT PROBLEMS JAN. 26, 1995

ADA

STATE UNIVERSITY SYSTEM OF FLORIDA
325 West Gaines Street, Tallahassee, Florida 32399-1950

May 26, 1992

Dr. John Carnaghi
Office of the Vice President
for Finance & Administration
Florida State University
Tallahassee, Florida 32306

Dear John:

The course for ADA compliance has been established by the Board of Regents. In their last meeting they voted to ask for $6.2 Million for the start of survey and design compliance with the ADA. I developed a three-step process because ADA is four/fifths programmatic.

STEP 1

Complete ADA self-survey of January 15, 1993, at a cost of $1.3 Million. We will retain UF's School of Architecture to oversee the effort (with support from FAMU).

STEP 2

Each University would study each location to determine how, and the cost associated with solving any barriers through a programming effort. This could be accomplished by June 15, 1993.

STEP 3

Make physical corrections for compliance in areas where this would be the most cost effective approach. Establish at each University, as a component of their masterplan, a schedule for total compliance.

This represents our plan outline.

Sincerely,

Robert M. Friedman, AIA
Associate Vice Chancellor
and SUS Architect

RECEIVED
MAY 27 1992
Assistant Director's Office
Physical Plant Division

RMF/kw
cc: Directors, University Physical Plant

STATE UNIVERSITY SYSTEM OF FLORIDA
325 West Gaines Street, Tallahassee, Florida 32399-1950

M E M O R A N D U M

TO: ADA Coordinators

FROM: Ms. Regina E. Sofer

DATE: December 23, 1992

SUBJECT: Summary of SUS ADA Facilities Survey Study

Enclosed is a Summary Report on the status of the SUS ADA Facilities Survey Study. The Summary includes a timetable of the project from its inception in May 1992, through the final report to the Board of Regents, as well as information regarding the square footage and the cost of the survey at each institution. It was distributed by Mr. Robert Friedman, Associate Vice Chancellor of Capital Programs, at the meeting of the Council of Administrative and Financial Affairs earlier this month. We hope you will find this information useful.

If you have questions, please contact Ms. Rosalyn B. Greene at Suncom 277-8152 or (904) 487-8152.

RES/drl

Enclosure

cc: Ms. Rosalyn B. Greene
Mr. Robert Friedman

581

Systems Office of CAFF 12/3/92 mtg
by friedman

SUMMARY OF SUS ADA FACILITIES SURVEY STUDY

DATE		ACTIVITY
5/5/92	I.	Initial proposal for Design of ADA Compliance Survey for SUS
		A. Cost $20,000
		B. Tasks
		1. Analyzed existing survey procedures
		2. Extracted ADAAG criteria for survey instrument
		3. Established data collection format
		4. Developed survey procedures
		5. Create a management plan for statewide coordination
6/23/92		C. Completed
7/20/92	II.	Final Proposal for ADA Compliance Survey of SUS using Faculty and Students from UF, FAMU, FSU, USF, and FIU
8/24/92	III.	Contract executed for ADA Compliance Survey of SUS
		A. Cost $1,130,000.00
		B. Total Square Footage SUS 30,642,014; includes E&G, C&G, IFAS, Auxiliary Housing (3.69¢/SF)
		C. Tasks:
9/1/92		1. Develop Survey Instrument; Completed
9/1/92		2. Develop Training Procedures; Completed
9/92		3. Conduct Statewide Training for faculty; Completed
9/92-10/92		4. Conduct Statewide Training for student teams; Completed
9/92		5. Data collection and entry; Initiated
6/30/93		6. Completion of project
		D. Reports to BOR
10/16/92		1. First Quarter Report; Completed
1/22/93		2. Second Quarter Report
4/22/93		3. Third Quarter Report
6/30/93		4. Final Report and Executive Summary
11/4/92	IV.	Phase II proposal to survey remainder of Auxiliary spaces
		A. Cost $326,668.00
		B. Total Square Footage 6,973,025 (4.68¢/SF)

UNIVERSITY	SQUARE FOOTAGE	COST
UF	4,831,049	$226,140.00
FAMU	85,914	$ 4,060.00
FSU	534,536	$ 25,052.00
UWF	43,271	$ 2,060.00
UNF	24,875	$ 1,200.00
USF	1,018,501	$ 47,700.00
UCF	196,858	$ 9,250.00
FIU	164,571	$ 7,740.00
FAU	73,450	$ 3,466.00
TOTAL	6,973,025	$326,668.00

UNIVERSITY OF FLORIDA

COLLEGE OF ARCHITECTURE
INTERIOR DESIGN

August 18, 1992

Ken Osfield
University of Florida, Assistant Dean, Disabled Student Affairs
205 Peabody

Dear Ken,

As you are probably aware, the Board of Regents has given the University of Florida's College of Architecture the responsibility of developing and supervising the survey of the State University System's physical environment for compliance with ADAAG. We are nearing time to begin the actual surveying and wish to involve you (as UF ADA Coordinator and as Assistant Dean, Disabled Student Affairs), other members of your office, and representatives from interested student groups as feasible. We see this interaction as happening in several ways.

Hank Reidelberger has been very helpful so far, and we look forward to continuing to draw upon his expertise. We would like to have others on your staff consult with us. A list of your staff and their duties/expertise would be very useful.

Student input is important, and we would like to begin interacting with them as soon as possible after Fall semester starts. We particularly want to involve students with disabilities in the development of the exterior accessible routes to be surveyed. We welcome their participation on the actual survey teams if they are interested. Hank has offered to send us a list of graduate students who may wish to participate. If Hank could add their social security numbers to that list, the process could be greatly speeded. We would appreciate a list, with phone numbers if possible, of the leaders of disabled student groups such as ABLE so that we can contact them directly about various levels of involvement.

We hope to collect compliance data so that it will be of the most use to those developing the transition plan. We will be glad to discuss these issues with you.

The core team here at UF consists of Jim West and James Winebrenner (2-0252); Tony White, Rocke Hill and Fred Morgan (2-0215); and Kay Williams and Bob Grist (2-6098). If we may be of any assistance, please contact us. We look forward to working with you.

Sincerely,

Jim West
Associate Professor, Department of Interior Design

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UNIVERSITY OF FLORIDA

ADA PHYSICAL ACCESS SURVEY

COMPILED BY:

UF COMMITTEE ON PERSONS WITH DISABILITIES

JULY 30, 1992

OFFICE FOR STUDENT SERVICES
PROGRAMS AND SERVICES
FOR STUDENTS WITH DISABILITIES

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Aerospace/Engineering Sciences, Bldg. #725, Engineering Area
Exterior Access: This multi-storey building has an accessible entrance on the northeast corner of the building off of the courtyard. The building has two accessible parking spaces more than 300 feet from the accessible entrance in the engineering area lot on Museum Road. Routes to accessible entrances do not meet code because of the steep grade as well as the lack of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but require less than the eight pounds of opening effort required for manual use. The upper floors are accessible via a freight elevator located in the north end of the building. **Freight elevators do not meet access codes required of passenger elevators.** Persons with limited upper body strength and or range and motion may require assistance using this elevator. Freight elevators may require a key to operate. Interior doors meet code in width but some do not meet the five pounds of effort required for interior door specifications. Interior halls and aisles are unobstructed. **Water fountains do not meet codes.** The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The accessible restrooms are located on upper floors and were modified according to early access codes.

Agricultural Engineering Machine Shop, Bldg. #227, Ag. Area
Exterior Access: This unmodified one storey shop building has accessible entrances on the west and south sides. There seems to be plenty of unmarked parking in this area but none of the spaces are designated for disabled consumers. Routes to accessible entrances do not meet meet code as the areas around the doors are rocky and eroded. There are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet the eight pound opening code for manual use. Interior doors meet the 32 inch width and five pound opening pull specifications. Interior areas are obstructed. A storage loft is not accessible. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. The unisex restroom in this building needs to have the mirror lowered and a logo installed on the door.

Agronomy Building, Bldg. #107, IFAS Area

Exterior Access: This building has accessible entrances on the front side of the building but it does not have accessible parking nearby. Entrance doors are not electrically operated but meet code for manual use. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: This is a two storey building but the second floor is inaccessible. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified.

Agronomy Physiology, Bldg. # 164, IFAS Area
This is a one storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the rear entrance. This building could be accessed via the Agronomy Weed Science Building.

Agronomy Research, Bldg. #737, IFAS Area
Exterior Access: This building has an accessible entrance on the south side of the building. There are no accessible parking spaces in this area. Routes to this accessible entrance do not meet code because of the unpaved walkway. There are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed with equipment in halls. Offices four through eight are not accessible because of steps leading to this area. The fire alarms do not have flashing lights nor do they have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible.

Agronomy Weed Science, Bldg. #64, IFAS Area
Exterior Access: This building has an accessible entrance at the rear of the building on the west side of the building. There are no accessible parking spaces in this area. Routes to this accessible entrance meet code. There are no tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed with equipment in halls. The fire alarms do not have flashing lights but they have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible and would require considerable modification to bring them up to code.

Anderson Hall, Bldg. # 7

This is a multi-storey building that is not accessible. The basement could be made accessible by constructing a ramp at the main entrance. An elevator will have to be constructed to make upper levels of this building accessible.

Anesthesiology Annex, Bldg. #223, Health Center Annex

Exterior Access: This is a temporary structure with a ramp facing the parking lot. There is no designated parking space in this area. Routes to the accessible entrance meets code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms but has the alarm pull height below 60 in. The restrooms are located inside of the entrance and do not have logos on the doors. The mirrors do not meet code and the toilets need a handrail on the back wall. Bookcases are in the restrooms.

Architecture Building, Bldg. #268

Exterior Access: This building has accessible entrances on the northeast, northwest and south sides of the building. This building has one accessible parking space in the Fine Arts parking area about 400 ft. away. The ramp on the south is too steep to meet code. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via an elevator located in the northeast corner of the building. The elevator does not have chimes for visually impaired consumers. Most interior doors meet code in width and pull specifications. Door thresholds are higher than the one-half-inch maximum height. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do have flashing lights but

do not have alarm boxes below 60 inches above floor level. Men's and women's restrooms are located on the second floor. Rest rooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Baby Gator Child Care, Bldgs. #291, 292, 293, Law School Area
Exterior Access: These buildings have accessible entrances at each building. The parking area is small and does not have accessible parking. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. The mulch in the playground areas may prove too soft for wheelchairs.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior aisles are unobstructed. Water fountains do not meet codes because the facility has been designed for small children. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. There are accessible unisex restrooms located in each building. Sinks are accessible for small children and have storage cabinets underneath.

Bartram/Carr Hall, Bldgs. #747-748, Museum Area
Exterior Access: These buildings have an accessible entrance from the parking area, that has one accessible space, on the south side of the building off Newell Drive. This multi-storey twin tower building shares parking and walkways. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior access: Entrance and interior doors meet code specifications for width and door pull. The upper floors are accessible via the elevator between the two buildings. The elevator does not have tactile floor markers. Interior halls and aisles are obstructed by equipment in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Men's restroom is located at B-3. The urinal does not meet the 17 inch height code. The women's restroom is located at B-1. Neither restroom has a logo on the door. They do not meet floor space code in toilet stalls and do not have mirrors positioned at code height.

Benton Hall, Bldg. #721, Engineering Area
Exterior access: This building has an accessible entrance on the northwest corner of the building off of the courtyard. The building has accessible parking more than 300 feet from the accessible

entrance in the engineering area lot on Museum Road. Routes to the accessible entrance do not meet code because of the steep grade as well as the lack of tactile warnings for visually impaired consumers. *Interior access:* Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located in Larsen Hall, which interconnects with the building. Some freight elevators require a key to operate and do not meet access codes. Though this elevator comes very close to meeting code for sliding doors, persons with limited upper body strength and/or range and motion may require assistance using this elevator. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The accessible restroom for men is in room 200. The accessible restroom for women is located in Larsen 201.

Biological Process Lab, adjacent to Frazier-Rodgers Hall on Museum Rd

Exterior access: This building has an accessible entrance in the rear of the building on the south side. Accessible parking is in the adjacent lot at the corner of Museum Road and Medical Center Drive. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers and broken concrete on front sidewalk and storm grate at doorway.

Interior access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do have flashing lights and do have alarm boxes below 60 inches above floor level. **The restrooms in this building are not accessible** but could be modified.

Black Hall, Bldg. #724, Engineering area

Exterior Access: This multi storey building has an accessible entrance on the southwest corner of the building at ground level. This building has **no accessible parking**. Routes to accessible entrances do meet code, but there are no tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator. Some freight elevators require a key to operate and do not meet access codes. Persons with

limited upper body strength and or range and motion will require assistance using some freight elevators. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed by equipment in hallways. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There is an accessible men's restroom in room 226. However, this restroom was modified according to earlier codes and has a privacy screen that does not allow passage of objects more than 26 inches wide.

Bruton/Geer Hall, Bldg. #759, Law School Area

Exterior Access: This building has accessible entrances on the N.W. corner of the building on the entrance circle as well as the south entrance from the commuter lot. This building has accessible parking less than 100 feet from the main entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via elevator. The elevator does not have chimes for visually impaired consumers. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment in the Lexis room. Water fountains do meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Accessible restrooms are on first and second floors, Men's rooms: 146 and 246; Women's rooms: 150 and 239. Restrooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Bryan Hall, Old Law School Building, Bldg. #6, College of Business

Exterior Access: This is a three-storey building that is **not completely accessible**. Accessible parking is available in the northeast corner of Business School parking area.

Interior Access: The ground floor classrooms in the north wing are accessible. Parts of the upper floors are accessible via an elevator in the old law library but this elevator does not meet code. ***Bryan Hall (Business): renovation by 08/92 but no stage access Check to see if video replay lab is accessible. (31 Mar 92)***

Bryant Hall, Aerospace Sciences, Bldg. #38, Across from HUB
Exterior Access: This building has an accessible entrance on the south face via a ramp from street level. This building has accessible parking less than 200 feet from the main entrance located across the street and east of the HUB. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. The entrance doors are too narrow and will require structural changes to the building in order to modify them. This is a multi-storey building with the upper floors accessible via an elevator located to the left of the main entrance. The elevator does not have chimes for visually impaired consumers. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles have equipment stored on all floors. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building.

Building Services, Bldg. #703, Physical Plant Area
This is a one storey building that is not accessible. The main floor could be made accessible by constructing a six-inch by six foot long ramp at the main entrance.

Business Administration, Bldg. #29, Business Administration Area
Exterior Access: This multi-storey building has accessible entrances from the courtyard or from the adjacent parking area. This building has accessible parking in the Criser-Peabody / Business Administration parking lot which is about 100 feet from the entrances. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior halls and aisles are unobstructed. This is a multi-storey building with the upper floors accessible via a centrally located elevator. Water fountains meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Restrooms meet code with the exception of logos on doors. Men's rooms: 105, 214 and 316; Women's room: 106. Persons using power wheelchairs may experience limited floor space in toilet stalls.
Auditoriums: BUS101 -- 110 seats seating access -yes; stage/lecture area- yes. BUS 103, 110 seats, audience

access- yes; stage/lecture area- yes. BUS 104 - 76 seats; Audience access rear only; stage/lecture area - no.

Business Services, Bldg. #115, Traffic and Parking Area

Exterior Access: This is a temporary structure with a ramp on the northwest corner of the building. Parking for this facility is in the Traffic and Parking area parking lot Routes to the accessible entrance meets code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms but has the alarm pull height below 60 in. The unisex restroom, inside of the entrance, does not have logos on the doors. The mirror does not meet code.

CAD/CAM Building, Bldg. #225, North-South Drive

Exterior Access: This building has an accessible entrance via a wooden ramp on the north end of the building. It does have accessible parking nearby at the north end of Rhines Hall. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. Building needs curb cut at ramp to main entrance.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are on the main hallway but need additional handrails in toilet stalls.

Carlton Auditorium, Bldg. #22

Exterior Access: This 680-seat auditorium building has accessible entrances on the north and south sides of the building. Parking is located in the Tigert Hall parking area across from Little Hall. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior aisles are unobstructed. Water fountains are outside and do not meet codes. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. There is a unisex restroom located adjacent to the stage. This restroom requires the addition of a privacy screen to become accessible. The stage has a ramp that provides access and

meets code.*Carlton Auditorium: bathroom upgrade (handrails not completed as of Mar'92. Handrails to be installed on break between Spring and Aummer A (31 mar 92)

Central Office Supplies, Physical Plant Area
This is a one storey building that is **not** accessible. The main floor could be made accessible by constructing a ramp at the main entrance.

Central Stores, Bldg. #705, Physical Plant Area
This is a one storey building that is **not accessible**. The main floor could be made accessible by constructing a ramp at the main entrance. There is a fork-lift ramp to the first floor level but it is very steep and is located in a restricted area. A switch back ramp would need to be constructed as the first floor level is five or six feet above ground level.

CENTREX/UPD Investigations, Bldg. #132, UPD Area
Exterior Access: This building has an accessible entrance on the southeast corner of the building. There is one accessible parking space up the hill in the UPD parking area. Routes to this accessible entrance meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. The water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The restrooms in this building are accessible and are located to the left of the entrance, but do not have logos on doors.

Chemical Engineering, Bldg. #723, Engineering Area
Exterior Access: This multi storey building has an accessible entrance on the southwest corner of the building. This building has accessible parking at the foot of the ramp that leads to the accessible entrance. The entrance and parking area are at the end of the service drive leading from the Black Hall parking area. Routes to accessible

entrances do meet code, but there are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located at the accessible entrance. Some freight elevators require a key to operate and do not meet access codes. Persons with limited upper body strength and or range and motion will require assistance using this elevator because the doors need to be lubricated and adjusted. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed by equipment in hallways. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. **There are no accessible restrooms in this building.**

Chemistry Research, Bldg. #688
This building is under renovation until May 1993.
Exterior Access: This multi-storey building has accessible entrances at the south, west and north corners of the building. This building has accessible parking in the parking lot at the corner of Buckman Drive and W. University Ave. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. The upper floors are accessible via an elevator in the east end of the building. The elevator does not have chimes nor tactile floor markers for visually impaired consumers. Interior doors meet code specifications for width and opening pull specifications. Interior halls and aisles are partially obstructed by equipment. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are **no accessible restrooms in this building.** Accessible restrooms will be available in the new chemistry building.

Clinical Psychology, Bldg. #698, Surge Area
This is a one storey building that is **not accessible.** The main floor could be made accessible by constructing a ramp at the main entrance.

Computer Science and Engineering (CSE) Bldg. #42
Exterior Access: This modern building has accessible entrances on the northeast corner of the building facing century tower and a ground level entrance on the southeast corner. The front ramp is

close to the correct grade but lacks rest areas and railings. Persons using manual chairs are encouraged to use the southeast ground level entrance of CSE, nearest to the Hub, and take the elevator. This building has accessible parking less than 100 feet from the ground-level parking at the Hub. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via an elevator in the southwest corner of the building. The elevators meet code. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Accessible restrooms are on each floor.

Auditoriums: CSE A101, 248 seats; access seating -yes, stage/lecture area yes.

c.Constans Theater, J. Wayne Reitz Union ***Accessible seating for three wheelchairs in the top lefthand corner of the theater. Additional seating at stage level.***

Criser/Peabody Hall

Exterior Access: This multi-storey building has accessible entrances at the east side of Criser and the north and south sides of the throughway that bisects Criser and Peabody. Routes to accessible entrances meet code and ramps meet code going to and from the building. There is plenty of parking nearby in the lots in front of Little Hall and on the east side of Criser Hall.

Interior Access: Entrance doors are electrically operated, but when not functioning, do not meet the eight-pound pull specifications. Fire alarms have flashing lights and have alarm boxes 45 inches above the floor. Water fountains meet codes. Accessible restrooms are located on all floors of both buildings. (Women's S106, S221, S225, S310, S319, P413, and P208. Men's S104, S219, S223, S312, S321, P412, and P209.)

Dauer Hall, Bldg. #111

Exterior Access: This multi-storey building has an accessible entrance via a chairlift on the southeast corner of the building facing

Buckman Drive. There is an accessible parking space on the southeast corner of the building less than 100 feet from the chairlift. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are electrically operated and other doors meet code for manual use. The upper floors are accessible via a centrally located elevator to the left of the main entrance. The elevator does not have audible chimes for visually impaired. The entrance to the elevator requires considerable maneuvering due to lack of floor space. Interior doors meet code specifications for width and door pull. Interior halls and aisles are unobstructed with the exception of rooms 115, 125, 103, 102, 215, 212, 210, 203, 203a, 217 and 219 which are isolated by several steps. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Restrooms (Men's-Rm.150; Women's-Rm.140) are accessible. Stalls have restricted floor space.

Department of Infectious Diseases, Veterinary Science Area, Bldg. #171
Exterior Access: This building has accessible entrances on the north end of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified.

Department of Pediatrics, Bldg. #237, Health Center Annex
Exterior Access: This is a temporary structure with a ramp facing the parking lot. There is no accessible parking in this area. Routes to the accessible entrance meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are obstructed by equipment in aisles. This building does not have flashing light fire alarms but has the alarm pull height below 60 in. The restrooms are

to the left of the entrance. The doors require logos and each restroom requires additional handrails in the toilet stalls.

Electronic Communications Lab, Bldg. #668, Surge Area
Exterior Access: This building has accessible entrances on the north end of the building but it **does not have accessible parking nearby**. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. *Interior Access:* Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment placed in halls. Water fountains do not meet codes. The fire alarms do have flashing lights and have alarm boxes below 60 inches above floor level. The men's restroom meets earlier access codes. **The women's restroom in this building is not accessible but could be modified.**

Entomology Laboratory, Bldg. #162, McCarty Area
This is a one storey building that is **not accessible**. The main floor could be made accessible by constructing a ramp to the loading dock. The ground level door is well below the 36 inch minimum width and would require structural changes to widen it.

ERIC

Entomology Research Lab, Bldg. #62, Shands Area

Exterior Access: This building has an accessible entrance on the front of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of needing a new sidewalk and tactile warnings for visually impaired consumers.

Interior Access: The entrance door to this small lab is not electrically operated but meets code for manual use. Interior doors meet code in width and pull specifications. The interior is an open lab space but with narrow aisles with equipment closely spaced. There are no accessible restrooms in this building but could be updated when building is renovated.

Fifield Hall, IFAS Plant Pathology, Bldg. #717, IFAS Area

Exterior Access: This multi-storey building has an accessible entrance on the north side of the building. Accessible parking spaces are nearby in the front of the building about 75 feet from the entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: The entrance door to the ground floor reception area is too stiff to meet code. None of the entrance doors are electrically operated. This is a multi-storey building with the upper floors accessible via two elevators. One elevator is located to the left of the main entrance and the other is in the rear of the building. The elevators do not have chimes nor tactile floor markers for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. Men's and Women's accessible restrooms are located at room 1101 for men and 1103 for women. There are no logos on the entrance doors and the mirrors are over the 40 inch code height. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Fine Arts "A" Bldg. #597, Fine Arts Complex

Exterior Access: This building has an accessible entrance off Stadium Road. Accessible parking is located in the Little Hall parking lot. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a two storey building but the second floor is not accessible from the ground floor of this building. Persons wishing to access the library on the second floor must use

the elevator in Fine Arts "C" and then use the walkway across to the library. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains meet codes. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building. The nearest accessible restrooms are in Fine Arts "D."

Fine Arts "B"/ University Gallery, Bldg. #598

Exterior Access: This building has an access ramp on the west side of the building that runs from the Fine Arts courtyard. Accessible parking is located in the Little Hall lot and the parking lot adjacent to Fine Arts "C". Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level.

Auditoriums: FAB103, 95 seats; front and rear access seating only (front access June '92); stage/lecture area -yes. FAB 105, 136 seats; access seating front and rear only; satge/lecture -yes.

The restrooms in this building are not accessible.

Fine Arts "C", Bldg. #599, Fine Arts Complex

Exterior Access: This building has an accessible entrance on the ground level on the southwest corner of the building. This building has accessible parking in the adjacent parking area about 100 ft away. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a limited access, key-operated freight elevator located in the southwest corner of the building near the accessible entrance from the parking area. The elevator is not designed for access for disabled persons. The key switches that operate the elevator are more than 70 inches above floor level and the doors are manually operated. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches

above floor level. There are no accessible restrooms in this building.

Fine Arts "D", Fine Arts Area, Bldg. #269, Fine Arts Complex
Exterior Access: This building has accessible entrances on the north and south sides of the building. This building has accessible parking in the Tigert Hall parking area about 400 ft away. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated and some do not meet code for manual use. This is a multi-storey building with the upper floors accessible via an elevator located in the northwest corner of the building nearest the Fine Arts courtyard. The elevator does not have chimes for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. Men's and women's accessible restrooms are located in: Men rms. 330 and 212; Women rms. 332 and 208. The urinals in the men's restrooms are too high to meet code.

Flint Hall, Bldg. # 8 (Closed)
This is a multi-storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance. An elevator will have to be constructed to make upper levels of this building accessible.

Florida Field *survey scheduled for Aug. 12 '92 has not been completed at this writing.*

Florida Gym

Accessible Entrances-- The main entrance to Florida Gym is not wheelchair accessible. There are not enough signs on the outside of the Gym to direct mobility impaired consumers to the accessible entrances for the various floors. There are railings on the front steps that meet code for persons with mobility impairments who are able to negotiate the front steps. Individuals using wheelchairs must take a variety of routes to gain access to Florida Gym .
Access to the Basement is on the west side of the Gym off the service drive leading down to the field level of the stadium. The first floor is best entered

from the east service drive down the inclined walkway to the double doors in the southeast corner of the gym. The first floor can be accessed from the service drive on the west side of the building but this entrance is very steep and has heavy vehicle traffic. The second floor outside entrance is through the side doors on the west side of the building via the stadium pedestrian ramp from Stadium Road which leads to the second floor entrance opposite gate 15 of the stadium.
Once inside the gym at the second floor level the first floor can be reached by two ramps located on the north end of the gym. These two ramps connect second floor to main gym floor and first floor classrooms.
***Caution:** These ramps are too steep to meet code and are a challenge for even the strongest electric wheelchairs.*

***Restrooms**-- Rooms 212 and 218 are the men's restrooms and rooms 205 and 226 are women's restrooms. These restrooms meet code except for faucet handles and door logos.*

***Access After Hours**-- The after-hours entrance to the gym is underneath the stairs in the center of the east face of the building opposite the infirmary annex and leads to the first floor. All other doors, including the west entrance to the second floor, are locked electrically at 5 p.m. daily. Consumers must show proper UF identification to enter after regular operating hours.*

***Note:** The third floor is not accessible.*

Florida State Museum, Bldg. #181, Museum Road
Exterior Access: This building has an accessible entrance on the north side of the building on the entrance circle. This building has no accessible parking spaces nearby. Parking is available at the University Police Department parking area, about 400 ft. away. Routes to accessible entrances meet code with the exception of steep

grades and the lack of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated and do not meet code for manual use. The Florida State Museum is a multi-storey building with the lower floors inaccessible because the elevator is not open to the public. Most interior doors meet code in width and pull specifications. Interior halls and aisles are largely unobstructed. However, some exhibits will intrude into overhead and walkway space. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Men's and Women's accessible restrooms are located on the main floor across from the gift shop. Restrooms do not have logos on the doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Food Science and Nutrition, Bldg. #475, McCarty Area

This is a multi-storey building that is not accessible. The main floor could be made accessible by constructing a small ramp at the entrance to room 130 in the northeast corner of the building. Accessible parking could be placed in the parking area adjacent to this building and behind the IFAS Computer Network Building. The elevator is located a short distance from the rm. 130 entrance. Restrooms in this building can be modified.

Frazier-Rodgers Hall, Bldg. #474, Museum Area

This is a multi-storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance. An elevator or chairlift will have to be constructed to make upper levels of this building accessible. The accessible women's restroom is on the first floor. The toilet stall does not meet the floor space code as well as the lack of an additional handrail.

Governmental Relations, Bldg. #57, IFAS Area

Exterior Access: This building has accessible entrances on the east side of the building facing the parking lot. The parking lot has no accessible parking. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible and would require major modifications.

Griffin-Floyd Hall, Bldg. #10 (Closed.)
This is a multi-storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance. An elevator will have to be constructed to make upper levels of this building accessible. This building is under renovation.

Grinter Hall, Bldg. #2
Exterior Access: This building has accessible entrances on the north and west sides of the building. There are accessible parking spaces nearby in the southwest corner of Little Hall Lot and at the Plaza of the Americas. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Grinter Hall is a multi-storey building with the upper floors accessible via elevators located in the center of the lobby. The elevators do not have chimes for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed with equipment. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Accessible restrooms are on the first floor. Restrooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

.c.Harn Museum needs access survey

Holland Hall, Bldg. #757, Law School Area
Exterior Access: This building has accessible entrances on the southwest corner of the building on the entrance circle as well as the east entrance from the faculty lot. This building has accessible parking less than 100 feet from the main entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but some do not meet code for manual use. This is a multi-storey building with the upper floors accessible via elevators located in the library and the dean's office. Elevators do not have tactile markings for visually impaired consumers nor buttons that meet access code. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of

equipment in hallways. Water fountains do meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Men's and women's accessible restrooms are found on the first floor. Also, accessible restrooms are on first and second floor of Brouton-Geer Hall. Men's rooms: 146 and 246; Women's rooms: 150 and 239. Restrooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Two water fountains near faculty offices and library

Men's and Women's restrooms first floor

***Electric Doors at: Student Services, Library,**

*** Doors to rooms 297, 283 have been modified to 36 in. door width.**

***Law School Elevator Call Buttons Lowered**

IFAS Computer Network Building, Bldg. #499, McCarty Area

This is a two-storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the entrance at the front of the building. Accessible parking could be placed in the parking area behind this building. An elevator will have to be installed to make the second floor accessible. Restrooms in this building can be modified.

IFAS Editorial Office, Bldg. #116, IFAS Area

Exterior Access: This unmodified, one storey office building has an accessible entrance on the north face of the building. There is plenty of parking in this area but none of the spaces are designated as disabled spaces. Routes to the accessible entrance meet code. There are no tactile warnings for visually impaired consumers. *Interior Access:* Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width but not pull specifications. Interior halls and aisles are obstructed with equipment in aisles. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible because they lack handrails in the toilet stalls.

IFAS Facilities Operations Shops, Bldg. #124, IFAS Area

Exterior Access: This one storey shop building has accessible entrances on the southwest corner of the porch. There is plenty of parking in this area but none of the spaces are designated as such. Routes to accessible entrances meet code. Other paved areas in rear of the shop areas are "hilly." There are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width but not pull specifications. Interior halls and aisles are obstructed. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The accessible restrooms in this building are to the left of the main entrance. Restrooms require logos on the doors and handrails in the toilet stalls.

IFAS Facilities Operations, Bldg. #106, IFAS Area
Exterior Access: This building has an accessible entrance through a private entrance door via the director's office. It does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. The building needs a ramp to the main entrance.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building, to the left of the main entrance, are accessible but need additional handrails in toilet stalls.

IFAS Mail Center, Bldg. #440, IFAS Area
Exterior Access: This building has an accessible entrance on the east side of the building facing the parking lot. The parking lot has no accessible parking. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles have equipment in them. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible and would require major modifications to meet door width code.

IFAS Warehouse, Bldg. #199, IFAS Area

Exterior Access: This building has an accessible entrance on the west side of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: The entrance door to this building is not electrically operated but meets code for manual use. Interior doors meet code in width and pull specifications. The interior is an open warehouse space but with aisles with equipment closely spaced. There are no restrooms in this building. There is a unisex "outhouse in back" that is not accessible.

Infirmary, Bldg. #18This building is under renovation but meets code for access because of being built to medical facility codes.

Information Services, Bldg. #210, Traffic and Parking Area
Exterior Access: This building has an accessible entrance on the north face of the building. It has accessible parking nearby at the southwest corner of the Traffic and Parking Area lot. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles have fire equipment hanging on the walls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The accessible restrooms in this building are in the center of the building, up the hallway from the accessible entrance. The bathroom doors need logos.

Institute of Black Culture, Bldg. #874, 1510 W. University Ave
Exterior Access: This building has an accessible entrance on the rear of the building. This entrance is kept locked but it has a doorbell. This building does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: This is a two storey building but the second floor is not accessible. Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building. The women's restroom on the first floor could be modified.

International Student Services, Bldg. # 880, 1504 W University Ave

Exterior Access: This building has an accessible entrance on the east side of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a two storey building but the second floor is not accessible. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building, but the women's restroom on the first floor could be modified.

J. Wayne Reitz Union, Bldg. 686, Student Union

Exterior Access: This building has accessible entrance ramps at the main entrance circle on the west side of the building. A second ramp allows access to the colonnade and Constans Theater from Union Green on the north side. A walkway from Museum Road leads past the automated bank tellers to the ground floor of the union and the Orange and Brew. This route is too steep to meet code for manual wheel chair users but can be used by consumers in electric wheel chairs. This building has accessible parking on the entrance circle less than 50 feet from the northwest entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: The door at the main entrance is electrically operated and meets code. Other manually opened doors may be to stiff to meet opening pull specifications. This is a multi-storey building with the upper floors accessible via four elevators behind the main entrance. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Accessible restrooms are on the second floor near the elevators. These restrooms meet code with the exception of logos on doors, limited clearance under lavatories and limited floor space in toilet stalls for electric wheelchair users. The restrooms in the Orange and Brew are not accessible because of steps leading up to restrooms. The table tennis and billiard areas adjacent to the bowling alley are not accessible because of steps leading to areas Hotel rooms

are currently accessible for sleeping and living areas but there are no bathroom access in any of the rooms.**JWRU Hotel: Access rooms 517 and 617*

JWRU Auditorium seats 350 persons and is accessible via ramp at rear of auditorium. The stage is not accessible.

J.Hillis Miller Medical Center/Shands Teaching Hospital, Bldgs. 201 - 206, S.W. Archer Rd

Exterior Access: These buildings have accessible entrances at all major entrances with accessible parking in the lot near the southwest entrance, the northwest entrance and the southeast entrance near the emergency room waiting area. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are electrically operated and other doors meet code for manual use. This is a multi-storey building with all areas accessible. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do meet codes. The fire alarms do have flashing lights and have alarm boxes below 60 inches above floor level. Accessible restrooms are throughout the complex. Some restroom doors are designated "fire doors" and cannot be pushed open without turning the knob. **Auditoruim: Med. Science Building Auditorium seats 520 with undesignated area in rear and near stage for wheelchairs. The stage needs 48 ft. ramp to be accessible.**

Larsen Hall, Bldg. *722, Engineering Area

Exterior Access: This building has an accessible entrance on the northeast corner of the building off of the courtyard. This building has accessible parking more than 300 feet from the accessible entrance in the engineering area lot on Museum Road. Routes to accessible entrances do not meet code because of the steep grade as well as the lack of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the

upper floors accessible via a freight elevator located in this building, which interconnects with Benton Hall. Some freight elevators require a key to operate and do not meet access codes. Though this elevator comes very close to meeting code for sliding doors, persons with limited upper body strength and or range and motion may require assistance using this elevator. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The accessible restroom for men is in room Benton 200, and the accessible restroom for women is located in room 201. **Auditoriums: LAR310 seats 85 has seating in front. The stage/lecture area is not accessible - needs ramp.**

Laundry, Bldg. #714, Physical Plant Area

This is a one storey building that **is not accessible**. The main floor could be made accessible by constructing a ramp at the main entrance.

Leigh Hall, Bldg. #9, Chemistry

Exterior Access: This older multi-storey building has accessible entrances at the northwest and southwest corners of the building. This building has accessible parking in the parking lot at the corner of Buckman Drive and W. University Ave. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. The upper floors are accessible via an elevator at the accessible entrance to the building. The elevator does not have chimes nor tactile floor markers for visually impaired consumers. Interior doors meet code specifications for width and opening pull specifications. Interior halls and aisles are partially obstructed by equipment. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are **no accessible restrooms in this building**. Accessible restrooms will be available in the new chemistry building.

Library East/Smathers Library, Bldg #5

Exterior Access: This building has accessible entrances on the NW corner of the building. This building has accessible parking less than 100 feet from the main entrance in the Library Parking area Routes

to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via an elevator located behind the circulation desk. The elevator is smaller than minimum size for code and does not have chimes for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of the shelf width in stack areas. Water fountains do not meet codes. The fire alarms have flashing lights but do not have alarm boxes below 60 inches above floor level. At this writing Library West does not have accessible restrooms. Accessible restrooms are on the second floor and above of Library West.

Library West, Bldg. *689
Exterior Access: This building has accessible entrances on the south face of the building off the Plaza of the Americas. This building has accessible parking less than 200 feet from the main entrance in the Library parking area. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are electrically operated and other doors meet code for manual use. This is a multi-storey building with the upper floors accessible via elevators located to the left of the main entrance. The elevators meet code. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of the shelf width in stack areas. Water fountains meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. Accessible restrooms are on each floor. Consumers using electric wheelchairs may encounter limited floor space in toilet stalls.

Little Hall, Bldg. *665
Exterior Access: This building has accessible entrances on the north, south, east and west sides of the building. This building has accessible parking spaces nearby in the southwest corner of Little Hall Lot. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Little Hall is a multi-storey building with the upper floors accessible via an elevator located in the middle of the north side of the building. The elevator does not have chimes or tactile floor markings for visually impaired consumers Most interior

doors meet code in width and pull specifications Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. Accessible restrooms are: Men's: 134a; 349a; Women's: 124a; 224a; 234a; 416a. Restrooms have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Auditoriums: LIT 101- 175 seats, rear only access not stage /lecture access. LIT 109- 175 seats, rear only seating, no stage /lecture area access. LIT 113- 75 seats, rear only access seating, no stage/lecture area access. LIT121-- 70 seats, rear only seating, no stage/lecture area access. LIT 216, 150 seats accessible seating yes, no satge lecture area access (needs ramp for one ft. high stage.)

Marston Science Library, Bldg. # 43

Exterior Access: This modern building has accessible entrances on the northeast corner of the building facing century tower and a ground level entrance on the southeast corner of Computer Science and Engineering (CSE). The front ramp is close to the correct grade but lacks rest areas and railings. Persons using manual chairs are encouraged to use the southeast ground level entrance of CSE, nearest to the Hub, and take the elevator up to the second level and go across to Marston Science Library. This building has accessible parking less than 100 feet from the ground-level parking at the Hub. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are electrically operated and other doors meet code for manual use. This is a multi-storey building with the upper floors accessible via elevators located to the right of the main entrance. The elevators meet code. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of the shelf width in stack areas. Water fountains meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Accessible restrooms are on each floor.

Materials and Mechanics Building, Bldg. #719, North South Drive

Exterior Access: This multi-storey building has an accessible entrance on the east side of the building near the J. Wayne Reitz Union. This building has accessible parking on the JWRU circle and at Rhines Hall. Routes to accessible entrances code. There is a lack of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located in the east end of the building. Some freight elevators require a key to operate and do not meet access codes. Persons with limited upper body strength and/or range and motion may require assistance using this elevator. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building.

Matherly Hall, Bldg. 406, College of Business

Exterior Access: This multi-storey building has accessible entrances on the east and west ends of the building off the courtyard. This building has accessible parking in the library parking lot which is more than 300 feet from the west entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated and may not meet code for manual use depending on weather. This is a multi-storey building with the upper floors accessible via elevators near each entrance. Neither elevator has chimes for visually impaired consumers. Interior doors meet code specifications for width. Upper floors do not meet code for opening pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Accessible restrooms are on the east end adjacent to the elevator. Men's rooms: Rms. 121 and 343a; Women's rooms: Rms.19 and 226. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Auditorium MAT 18--80 seats, front only access, stage/lecture area yes.

McCarty "A," Bldg. #495, McCarty Area

Exterior Access: This building has an accessible entrance on the south face of the building across from the entrance to McCarty Auditorium. This building has accessible parking more than 300 feet from the accessible entrance in the McCarty parking area. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located inside and to the

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right of the accessible entrance. Some freight elevators require a key to operate and do not meet access codes. Persons with limited upper body strength and or range and motion will require assistance using this elevator. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles have equipment stored in halls. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are **no accessible restrooms** in this building. **Auditoruim G186 seats 157 with seating midway in auditorium. The stage/lecture area is accessible from hallway around corner from main entrance.**

McCarty "B" Bldg. #496, McCarty Area

Exterior Access: This building has an accessible entrance on the south end of the building. Accessible parking is more than 150 feet from the accessible entrance in the McCarty parking area. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located inside near the accessible entrance. Some freight elevators require a key to operate and do not meet access codes. Persons with limited upper body strength and or range and motion will require assistance using this elevator. Upper floors in this building can be accessed via passenger elevator in McCarty "D". Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles have equipment stored in halls. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are **no accessible restrooms** in this building.

Auditoriums: G086 seats 93 accesiible seating in rear only. The stage /lecture area is not accessible; needs ramp.

McCarty "C"/McCarty Auditorium, Bldg. #497

Exterior Access: This building has an accessible entrance on the southwest corner of the building. It has accessible parking more than 300 feet from the accessible entrance in McCarty parking area. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located inside the accessible entrance. Some freight elevators require a key to operate

and do not meet access codes. Persons with limited upper body strength and or range and motion will require assistance using freight elevators. On the fifth floor only rooms 501-508 and 512 are accessible. The remainder of the rooms are not accessible because of a series of steps. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles have equipment stored on all floors. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The only accessible restroom in this building is the women's restroom located on the fourth floor next to the elevator. This restroom door has no logo. The entrance opens directly on the hallway and lacks a privacy partition.
Auditorium: McCarty auditorium seats 325 has undesignated seating in front near stage. The stage is not accessible and would require a 48-ft. ramp.

McCarty "D" Bldg. * 498, McCarty Area

Exterior Access: This multi-storey building has accessible entrances on the north side of the building through door 6043. This building has accessible parking in the McCarty Area lot. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. The upper floors are accessible via an elevator in the east end of the building. The elevator does not have chimes for visually impaired consumers. Elevator call buttons do not meet the 54 in. height requirement. Interior doors meet code specifications for width but not for opening pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes but drinking cups are available. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building.

Mechanical Engineering Field Lab, Bldg. *247, Solar Research Park

Exterior Access: This unmodified, one storey shop building has accessible entrances on the west side of the building. There is plenty of parking in this area but none of the spaces are designated as such. Routes to accessible entrances meet meet code. There are no tactile warnings for visually impaired consumers. *Interior Access:* Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed with equipment in walkways. The

restroom in this building is not accessible due to door width.

Mechanical Engineering Lab/Alumni Labs, Bldg #183
Exterior Access: This building is partially accessible via the south entrance. Parts of the building are accessible via roll-up shop doors facing North-South Drive. The roll-up doors will require assistance. This building has accessible parking more than 100 feet from the accessible entrance at the north end of Rhine Hall.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. The interior halls are interrupted by steps. Interior halls and aisles have equipment stored in shops. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are **no accessible restrooms.**

Mechanical Engineering, Bldg. #720, North-South Drive
Exterior Access: This multi-storey building has an accessible entrance on the northeast and southeast corners of the building. This building has accessible parking more than 200 feet from the accessible entrance in the adjacent lot and on the Reitz Union Circle. Routes to accessible entrances do not meet code because of the steep grade as well as the lack of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located in the north end of the building. Some freight elevators require a key to operate and do not meet access codes. Persons with limited upper body strength and or range and motion may require assistance using this elevator. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The accessible men's restroom is located on the second floor and was modified according to early access codes. The women's restrooms **are not accessible.**

Mechanical Shop, Bldg. #704, Physical Plant Area
Exterior Access: This unmodified, one storey shop building has accessible entrances on the southeast and southwest sides of the building. There seems to be plenty of parking in this area but none of

the spaces are designated as such. Routes to accessible entrances do not meet meet code as the paved areas are "hilly." There are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width but not pull specifications. Interior halls and aisles are obstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The **restrooms in this building are not accessible.**

Methane Fermentation Labs, Bldgs. *243, 245, 246, Solar Research Park
Exterior Access: This is a temporary structure with a ramp facing the south side of the building. This entrance was locked at time of survey. There is no accessible parking in this area. Routes to the accessible entrance meets code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms nor is the alarm pull height below 60 in. There is a unisex restroom that is accessible but requires additional handrails in toilet stall.

Microfabritech, Bldg. *226, Surge Area
Exterior Access: This building has an accessible entrance in the southeast corner of the building. This building has **no accessible parking spaces.** Routes to the accessible entrance meets code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains meet codes. The fire alarms do have flashing lights and have alarm boxes below 60 inches above floor level. Men's and Women's restrooms are located to the right of the entrance. Restrooms do not have logos on doors. Both restrooms require handrails in toilet stalls.

Music Building, Bldg. *117
Exterior Access: This building has accessible entrances on the north, south, east and west sides of the building. This building has **no accessible parking spaces nearby.** Parking is available at the Plaza of the Americas about 400 feet away. Routes to accessible

entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. The Music Building is a multi-storey building with the upper floors accessible via an elevator located in the center of the building. The elevator does not have chimes for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do have flashing lights and do not have alarm boxes below 60 inches above floor level. Men's and Women's accessible restrooms are located on the first floor. Restrooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Mycology Lab, Bldg. #168, IFAS Area
Exterior Access: This building has an accessible entrance on the south side of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of sandy surfaces and tactile warnings for visually impaired consumers.
Interior Access: The entrance door to this small lab is not electrically operated but meets code for manual use. Interior doors meet code in width and pull specifications. Interior is an open lab space but with narrow aisles with equipment closely spaced. There are no restrooms in this building.

Nematology, Bldg. # 78, IFAS Area
This is a one storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance.

Neuroscience/Psychology, Bldg. #742, Surge Area
Exterior Access: This building has accessible entrances on the north and south end of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment placed in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this

building are not accessible but could be modified. This building has been scheduled to be modified for patient use.

Newell Hall, Bldg. #13
Exterior Access: This older multi-storey building has an accessible entrance via ramp at the rear of the building across from the HUB on the southeast corner of the building. This building has accessible parking across the street between Computer Science and Engineering and the HUB. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. The upper floors are accessible via an elevator in the center of the building. The elevator does not have chimes for visually impaired consumers. Interior doors meet code specifications for width and opening pull specifications. Interior halls and aisles are partially obstructed by equipment. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Accessible restrooms are adjacent to the elevator. Men's room: 3rd. floor; Women's room: 2nd. floor. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Newins-Ziegler, Bldg. 832, Forestry and Environmental Sciences
Exterior Access: This building has an accessible entrance on the north side of the building that faces McCarty Drive. Accessible parking spaces are nearby, between Newins-Ziegler and the J. Wayne Reitz Union. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: None of the entrance doors are electrically operated and the entrance door to the ground floor reception area is too stiff to meet code. This door is locked during the noon hour thus barring access to the north elevator. This is a multi-storey building with the upper floors accessible via two elevators located on the north and south sides of the building. The elevators do not have chimes nor tactile floor markers for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. Men's and Women's accessible restrooms are located on each floor adjacent to north elevator. Persons using power wheelchairs may experience limited floor space in toilet stalls

Norman Addition, Bldg. #103, College of Education

Exterior Access: This building has accessible entrances from the accessible parking areas on the north and south ends of the building. This is a multi-storey addition to Norman Hall and shares parking and walkways with the older building thus eliminating access problem with the older, adjacent structure. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors to the library are electrically operated and other doors meet code for manual use. The upper floors are accessible via elevators in the library and the east wing of the addition. Interior doors meet code specifications for width and door pull. Interior halls and aisles are unobstructed. Water fountains meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. All restrooms are accessible in this area, but appropriate signage is not on the doors.

Norman Hall. Bldg. #101, College of Education
Exterior Access: This multi-storey building has accessible entrances from the accessible parking areas on the north and south ends of the building. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. The upper floors accessible via a centrally located elevator next to vending/lounge; around the corner from the building's antique elevator. Interior doors meet code specifications for width and door pull. Interior halls and aisles are unobstructed with the exception of rooms 306 through 336 which are isolated by several steps. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. **Restrooms are not accessible** with the exception of restrooms in the Norman Addition meeting code, but do not have logos on doors.

Hanx: Recheck acess restrooms on ground floor--there is one Men's restroom that is accessible west of entrance to auditorium
Norman Auditorium NRM137 366 seats , front and reat seating stage/lecture area access-yes.

Nuclear Science Center, Bldg. #634, Union Green
Exterior Access: This multi-storey building has an accessible entrance on the northeast corner of the building at ground level. This building has accessible parking in spaces between Weil and Weimer

halls. Routes to accessible entrances do meet code. There are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator with a power operated door. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed by equipment in hallways. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building.
Nuclear Science Bldg: Men's restroom is now accesible

O'Connell Center
Exterior Access: The main entrance to the facility is on the north and south sides of the O'Dome. Accessible parking is plentiful and nearby in the adjacent parking lot. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. Because the facility has the roof supported by compressed air the airlocks should be used to access the building. Persons using the facility other than regularly scheduled activities may find these airlocks inoperable. Entering through the emergency exits emits a gust of wind.
Interior Access: Door pull on most exterior doors exceeds the code for maximum pull. The elevator used to access all levels of the center is located near the Gate 3 airlock and meets code except for door chimes for visually impaired persons. Water fountains meet codes. Men's and Women's restrooms are located on the ground level entrances to the arena. Persons using power wheelchairs may experience limited floor space in toilet stalls. There are four designated seating areas on the ground level looking down on the arena floor. Persons with disabilities are not allowed on the arena floor during events because of fire evacuation policies.
O'Connell Center Airlock Entrance and *Viewing panels have been installed

Office of Conference Institutes, Bldg. #639, IFAS Area
Exterior Access: This building is a temporary structure with a ramp on the west corner of the building. There is no accessible parking nearby. Routes to the accessible entrance meet code with the

exception of a paved sidewalk to the end of the ramp and tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms but do have the alarm pull height below 60 inches. Restrooms (men's is in rm 19 and women's is in room 20) are accessible but require additional handrails in toilet stalls to meet code.

Ornamental Horticulture Lab / Fifield Greenhouse Complex, Bldgs. 1200, 1205, 1214, IFAS Area
Exterior Access: These modern buildings have accessible entrances at each building. The parking area does not have accessible parking but accessible parking spaces could be designated if needed. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior aisles in office areas are unobstructed. The greenhouse aisles are less than 36 inches but can be modified if needed. Water fountains meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. There are accessible restrooms located in the east and west labs. Showers in these areas have hand rails. However, restrooms do not have logos on doors.

Parking Decal Office, Bldg. #354, Traffic and Parking Area
Exterior Access: This is a temporary structure with a ramp on the northwest corner of the building. Parking for this facility is in the Traffic and Parking area parking lot. Routes to the accessible entrance meets code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms but has the alarm pull height below 60 in. There is a unisex restroom that is accessible but requires additional handrails in toilet stall. Equipment is stored in this restroom.

Parking Fines and Appeals, Bldg #110, Traffic and Parking Area

Exterior Access: This is a temporary structure with a ramp on the northwest corner of the building. Parking for this facility is in the Traffic and Parking area parking lot. Routes to the accessible entrance meets code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms but has the alarm pull height below 60 inches. The restrooms are in the rear hall. There are no logos on the doors. The mirrors do not meet code. Equipment and files stored in restrooms.

Percy Beard Track
Exterior Access: The main entrance to the track is on the south end of the parking area. Accessible parking is next to ticket office about 200 feet from the accessible entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Gate entrances meet code. Water fountains meet codes. Men's and Women's restrooms are located on the ground level behind the ticket office. Restrooms do not have logos on doors. The women's restroom has limited space between the opposite wall and the lavatories. Persons using power wheelchairs may experience limited floor space in toilet stalls. There are plenty of open areas for persons in wheelchairs to view the events but no areas are specifically designated for wheelchair fans. The press box is not accessible.

Performing Arts Center: This facility is accessible with the exception of the box seats on either side of the main hall. An assistive listening system is available at the box office. Additional modifications are underway.

Perry Field Baseball Stadium
Exterior Access: The main entrance to the baseball stadium is on the east side nearest the O'Connell Center. Routes to accessible entrances meet code with the exception of the walkway grade because it is steeper than the required 1:20 pitch. Other individuals may not be able to access the facility unless assisted. There are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Water fountains do meet codes Men's

and Women's accessible restrooms are located on the ground level near the concession area. Restrooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls. There are plenty of open areas for persons in wheelchairs to view the games but no areas are specifically designated for wheelchair fans. **The press box is not accessible.**

Pharmacy Annex, Bldg. #221, Health Center Annex
Exterior Access: This is a temporary structure with a ramp facing the parking lot. There is **no accessible parking in this area.** Routes to the accessible entrance meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms but has the alarm pull height below 60 inches. There is a unisex restroom that is accessible but requires additional handrails in toilet stall.

Phelps Lab, Bldg. #856, Across from JWRU
Exterior Access: This building has an accessible entrance on the east side of the building but it **does not have accessible parking nearby**. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: The entrance door to this small lab is not electrically operated but meets code for manual use. Interior doors meet code in width and pull specifications. The interior is an open lab space but with narrow aisles with equipment closely spaced. Fire alarms do not have flashing lights but do have alarm pull height below 60 inches. **The restrooms are not accessible, but the men's restroom could be modified. The basement is not accessible.**

Physical Plant Office, Bldg. #700, Physical Plant Area
Exterior Access: This building has an accessible entrance on the northeast corner of the building which faces the physical plant parking lot. There is one accessible parking space, curb cut and a walkway that leads to the accessible entrance. Routes to this accessible entrance meets code with the exception of tactile warnings for visually impaired consumers

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed with equipment in halls. The water fountain next to the accessible restrooms meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The restrooms in this building are accessible and are located in the northeast corner of the building near the accessible entrance.

Physical Plant Shop, Bldg. #702, Physical Plant Area
Exterior Access: This unmodified, one storey shop building has accessible entrances on the west side of the building. There seems to be plenty of parking in this area but none of the spaces are designated as such. Routes to accessible entrances meet meet code. There are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed with equipment in walkways. Water fountains do not meet height code. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible.

Physiology, Bldg. #688, Surge Area
Exterior Access: This building has an accessible entrance on the south end of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. The interior doors meet code in width and pull specifications. The interior halls and aisles are unobstructed with the exception of equipment mounted in the halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified.

Plant Cell and Molecular Biology Lab, Bldg. #885
Exterior Access: This building has an accessible entrance on the north side of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull

specifications. The interior is an open lab space. Water fountains meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are located inside the double entrance doors. Accessibility could be improved by lowering the mirrors and adding logos on the entrance doors.

Plant Genetics Lab, Bldg. #162

This is a one-storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the entrance at the front of the building. Restrooms in this building can be modified. Accessible parking could be placed in the parking area behind this building.

Plant Growth Unit, Bldg. #711, IFAS Area

Exterior Access: This building has an accessible entrance on the east side of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of some short, steep ramps and tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Roll up garage doors will require assistance. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are located at room 107 for men and 105 for women. Accessibility could be improved by lowering the mirrors and adding logos on the entrance doors.

Plant Sciences Labs, Bldg. # 935, IFAS Area

Exterior Access: This building has an accessible entrance on the south side of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. The interior is an open lab space but with narrow aisles and equipment closely spaced. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm

boxes below 60 inches above floor level. The unisex restroom in this building is not accessible. Older greenhouses are not accessible because of door width.

Printing Department, Bldg. # 715, Physical Plant Area
This is a one storey building that is not accessible. The main floor could be made accessible by constructing a small ramp at the main entrance.

Psychological Physiology Lab, Bldg. #772, Surge Area
This is a one storey building that is not accessible. The main floor could be made accessible by constructing a ramp over a ten inch step at the main entrance.

Psychology Building, Bldg. #749
Exterior Access: This building has an accessible entrance on the SW corner of the building from the adjacent parking area. This building has accessible parking less than 100 feet from the accessible entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via elevators located in the southwest corner of the building. Elevators do not have tactile markings for visually impaired consumers or buttons that meet access code. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. This building does have accessible restrooms on all floors. The restrooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Recreation Sports Cafeteria: This facility has limited accessiblity because of the width and door pull of the non-electric entrance doors. Wheelchair-height tables are interspersed throughout the facility. The restrooms are located on the south side of the cafeteria. The stalls meet

the earlier code and may be too short for persons with electric wheelchairs.

Rec. Sports Facility: Parking: accessible parking is in the Rec. Sports lor about 180 feet away from the nearest acceesible entrance. Walkways from parking to entrances are unobstructed. Accessible entrances are on the north and south faces of the building. Entrances: entrance doors are not electric nd do not meet code for door pull. Interior hallways meet code for width and are unobstructed. A public telephone installed at wheelchair height is next to the reception desk on the south entrance hallway. The facility has an elevator connecting the three levels.The starred tactile marking on this elevator corresponds to the ground floor. The main entrance is located on the first floor. This disrepancy could cause confusion for persons depending on the tactile markers on the buttons. Restrooms: Men's restrooms are located at rooms 208 and 002. These restrooms meet code with the exception of not having the mirrors installed at the correct 40-in. height. Room 002 has an accessible shower. Women's restrooms are located at rooms 209 and 003.These restrooms meet code with the exception of not having the mirrors installed at the correct 40-in. height. Room 003 has an accessible shower. The gated ramp to Florida Pool was locked at the time of this survey. The pool has curbs, without curb cuts, around the pool apron. The pool is not accessible from Florida Gym because of stairs and curbs.

Rehabilitation Research Institute, No Building Number, Surge Area

This is a one storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance.

Rhines Hall, Bldg. #184, North-South Drive

Exterior Access: This multi-storey building has an accessible entrance on the southwest end of the building. This entrance was locked at the time of the survey. This building has accessible parking adjacent to the ground floor entrance and at on the JWRU circle. There is a lack of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located in the center of the building. This elevator was turned off at the time of the survey. Some freight elevators require a key to operate and do not meet access codes. Persons with limited upper body strength and or range and motion may require assistance using this elevator. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The only accessible restroom is the men's room at room 225. This restroom was modified to earlier codes and requires modifications to the stall and handrails.

Rolfs Hall, Bldg. #12

Exterior Access: This building has accessible entrances on the south and east ends of the building. Accessible parking is located between Computer Science and Engineering and The Hub. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. *This is a multi-storey building. Only the ground floor is accessible.* Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible.

ERIC

Soil Science Building, Bldg. #631 IFAS Area
Exterior Access: This building has an accessible entrance on the east side of the building. There is no accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights and do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified.

Solar Demonstration House, Bldg. #252, Solar Research Park
This experimental house could be made accessible with the addition of a ramp to traverse a four inch step.

Solar Test House, Solar Research Park
This experimental house could be made accessible with the addition of a ramp to traverse a 30 inch elevation above ground level.
Solar Test House, Solar Research Park
This experimental house could be made accessible with the addition of a sidewalk and a ramp to traverse a six inch step.

Soybean Lab, Bldg. #63, IFAS Area
Exterior Access: This building has an accessible entrance on the south face of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of steps limiting access to rear of lab. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The unisex restroom in this building is located inside the entrance door is not accessible but could be modified.

State Motor Pool, Bldg. #706, Physical Plant Area
This is a one storey building that is not accessible. The main office could be made accessible by constructing a small ramp at the main entrance. Consumers entering office must go through shop area.

Student Traffic Court, Bldg. #112, Traffic and Parking Area

Exterior Access: This is a temporary structure with a ramp on the northwest corner of the building. Parking for this facility is in the Traffic and Parking area parking lot. Routes to the accessible entrance meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms but has the alarm pull height below 60 in. The accessible restrooms are to the right of the entrance behind the counter. There are no logos on the doors. The mirrors do not meet code and equipment is stored in restrooms.

Surplus Property Building, Physical Plant Area

This is a one storey building that **is not accessible**. The main floor could be made accessible by constructing a ramp at the main entrance loading dock.

Tan Concrete Block Demonstration House, Solar Research Park

This experimental house could be made accessible with the addition of a sidewalk to the building and a ramp to traverse a four inch elevation above ground level.

Telecommunications, Bldg. #429, Physical Plant Area

Exterior Access: This building has accessible entrances on the north and south end of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of a drainage berm on the south end of the building and tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment placed in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified.

The Hub/Campus Shop and Bookstore, Bldg. #32

Exterior Access: This building has accessible entrances on the north side of the building. This building has accessible parking spaces on the east end. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This building is a two-storey building with the upper floor accessible via an elevator located in the rear of the bookstore. The elevator does not have chimes for visually impaired consumers. This elevator is shared by both The Hub and the bookstore. Persons going to the second floor of The Hub must enter the bookstore, go to the rear of the building, then take the elevator to the second floor and cross over to the hub. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do have flashing lights and do not have alarm boxes below 60 inches above floor level. Men's and Women's accessible restrooms are located on the first floor of the bookstore near the employee lounge area. Restrooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

The University Presses, Bldgs. # 36 & 37, N.W. 15th Street
This is a two storey building that is not accessible. The ground floor could be made accessible by constructing a 3 ft. by 36. ft ramp at main entrance on N.W.15th Street.

Tigert Hall, Bldg. #26, S.W. 13th Street
Exterior Access: This building has accessible entrances on the N.W. corner of the building via a steep ramp to the elevator. Persons wishing to avoid this ramp can access the building on the northeast side of the building via a chairlift under the main entrance steps. This building has accessible parking less than 100 feet from the northwest entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. *Exterior Access:* Entrance doors at the northeast entrance are not electrically operated but meet code for manual use. The northwest entrance door is electrically operated. This is a multi-storey building with the upper floors accessible via elevator. The elevator does not have chimes for visually impaired consumers. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Accessible restrooms are on first floor: Men's rooms, 130; Women's rooms, 121. Restrooms do have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Turlington Hall, Bldg. # 267
Exterior Access: This modern multi-storey building has accessible entrances on the northeast side behind the "Turlington Rock." Accessible parking is between Computer Science and Engineering and The Hub as well as the southwest corner of The Plaza of the Americas. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. *Interior Access:* Entrance doors are not electrically operated but meet code for manual use. The upper floors are accessible via elevators in the northwest corner of the building. Interior doors meet code specifications for width and for opening pull. Interior halls and aisles are unobstructed. Water fountains meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Accessible restrooms are on each floor throughout the building. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Auditoriums: TUR L005, 150 seats, front and rear accessible seating, no stage/lecture area acess (needs ramp). TUR L007, 302 seats, front and rear access seating, no stage/lecture area access. TURL011 150 seats, front and rear seating, no stage/lecture area acess.

UF Foundation Inc., 2012 W. University Avenue, Bldg. #153

Exterior Access: This building has accessible entrances on W. University Avenue as well as the east side of the building but it **does not have accessible parking nearby**. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a two storey building but the second floor is not accessible. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. Accessible restrooms are to the left of main entrance but do not have logos on doors.

UF Tissue Bank, Bldg. #684, Surge Area

Exterior Access: This building has accessible entrances on the north and south end of the building but it **does not have accessible parking nearby**. Routes to accessible entrances meet code with the exception of a drainage berm on the south end of the building and tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment placed in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The **restrooms in this building are not accessible** but could be modified.

University Auditorium, Bldg. #1

Exterior Access: This 867-seat auditorium building has accessible entrances on the east and west faces of the building. This building has accessible parking less than 100 feet from the main entrance at the Plaza of the Americas. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but do meet code for manual use. This is a multi-storey building with the

upper levels accessible via an elevator located in the lobby. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Accessible restrooms are in the lobby. ***Note: stage is not accessible. A wheelchair lift is being installed. A temporary lift is available on request.***

University Police Department, Bldg. #21, Museum Road

Exterior Access: The main entrance to this building is accessible. There is one accessible parking space adjacent to the main entrance in the UPD parking area. Routes to this accessible entrance meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. **Upper levels in this building are not accessible** despite recent renovation. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. The water fountains do not meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. **The restrooms in this building are not accessible.**

UPD Annex, Bldg. #51, UPD Area

Exterior Access: This building has an accessible entrance on the west side of the building facing the UPD parking lot. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a two storey building with a basement. **Only the ground level floor is accessible.** Interior doors meet code in with and pull specifications. Interior halls and aisles are unobstructed. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. **There are no accessible restrooms on the ground floor.**

Van Fleet Hall, ROTC, Bldg. #23, Stadium Road

This is a two storey building that **is not accessible**. The ground floor could be made accessible by constructing an interior 3 ft. by 36. ft ramp at the southwest foyer. Second floor accessibility would require the construction of an elevator.

Vegetable Crops, Bldg. #710, IFAS Area

Exterior Access: This building has an accessible entrance on the southeast end of the building but it **does not have** accessible **parking nearby**. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains meet codes.

The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. The unisex restroom in this building, located inside the entrance door, is accessible but could be improved by lowering the mirror and adding a rail on the wall at the rear of the toilet.

Veterinary Sciences Offices and Labs, Bldg.. #177, Vet. Science Area

Exterior Access: This building has accessible entrances on the north, east and west ends of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a two storey building with an **inaccessible second floor.** Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified. (The women's restroom is on the second floor.) Use restrooms in the department for infectious diseases building.

Walker Hall, Bldg. #3

Exterior Access: This building has an accessible entrance on the southwest corner of the building. This building has accessible parking spaces nearby in the southwest corner of Little Hall Lot. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Walker Hall is a multi-storey building with the upper floors accessible via an elevator located in the southwest corner of the building near the entrance ramp. The elevator does not have chimes for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. Accessible restrooms are: Men's: 352; Women's: 200. Restrooms do not have logos on doors Persons using power wheelchairs may experience limited floor space in toilet stalls

Weil Hall, Bldg. #24

Exterior Access: This older, multi-storey building has an accessible entrance at the southeast corner of the building off the parking area between Weil and Weimer Halls. This building has accessible parking in this same parking area. An additional curb cut is needed to shorten the distance from the accessible spaces to the entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. The upper floors are accessible via an elevator at the accessible entrance to the building. The elevator does not have chimes for visually impaired consumers. Interior doors meet code specifications for width and opening pull specifications Interior halls and aisles are partially obstructed by equipment. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Accessible restrooms are in Reed Laboratory which is interconnected to Weil Hall. The restrooms are on the third and fourth floors of Reed Lab. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Weimer Hall, Bldg. #30, College of Journalism and Communications

Exterior Access: This modern, multi-storey building has accessible entrances from the Union Green as well as Stadium Road. Accessible parking is in the parking lot which is shared with Weil Hall. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated and may not meet code for manual use depending on weather. The upper floors are accessible via an elevator near the northwest and southwest entrances to the ground floor lobby. Interior doors meet code specifications for width and for opening pull. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do have flashing lights but have alarm boxes below 60 inches above floor level. Accessible restrooms are on each floor throughout the building. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Williamson Hall, Bldg. #100, Physics Department

Exterior Access: This building has an accessible entrance on the west face via a ramp. This building has accessible parking more than 400 feet from the accessible. Routes to accessible entrances meet code

with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located at the rear of the building. Freight elevators require a key to operate and do not meet access codes. Persons with limited upper body limitations will require assistance using freight elevators. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles have equipment stored on all floors. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. **There are no accessible restrooms in this building.** The nearest accessible restrooms are in Weimer Hall or in the Hub.

Bless Auditorium -- Williamson 100a 220 seats, front access seating, stage /lecture access yes. Note: must enter through williamson hall room 100 and cross stage.

Women's Gym, Bldg. #14

Exterior Access: This building has an accessible entrance on the northeast corner of the building. Accessible parking is on the north side of the building. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a two storey building but the **second floor is not accessible.** Interior doors meet code in with and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. **The nearest accessible restrooms are next door at Recreational Sports Cafeteria.**

Work Management Center, Bldg. #701, Physical Plant Area

Exterior Access: This building has an accessible entrance in the front of the building. This building has one accessible parking space about 150 feet from the entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed Water fountains do not meet codes. The fire alarms do have flashing lights and have alarm boxes below 60 inches above floor level.

Men's and Women's restrooms are located to the left of the entrance. Restrooms do not have logos on doors. Both restrooms require handrails in toilet stalls.

The following areas need handrails and appropriate signs to bring the restrooms into compliance with accepted standards.

Buildings with Accessible Bathrooms But Need Additional Handrails

Anesthesiology Annex		CAD / CAM
	Department of Pediatrics	IFAS Editorial Office
IFAS Facilities Operation Shops	IFAS Facilities Operation	
Methane Fermentation Labs		Microfabritech
Office of Conference Institutes	Parking Decal Office	Pharmacy Annex
		Rhines Hall
Vegetable Crops	Work Management	

Buildings With Accessible Bathrooms But Need Logos On Doors

Agricultural Engineering Machine Shop	Anesthesiology Annex	Architecture Building
Bartram-Carr Hall	Brouton-Geer Hall	Business Administration
BuildingBusiness Services	CENTREX / UPD	Department of Pediatrics
BuildingFifield Hall	Florida State Museum	Grinter Hall
IFAS Facilities Operation Shops	Information Services	J. Wayne Reitz Union
Microfabritech	McCarty "C" (women's restroom)	Music Building
Norman Addition	Ornamental Horticulture Lab / Fifield Greenhouse Complex	
Perry Field	Parking Fines and Appeals Building	
Percy Beard Track	Plant Cell and Molecular Biology	Plant Growth Unit
Psychology Building	Student Traffic Court	The Hub
Tigert Hall	UF Foundations Inc.	Walker Hall
Work Management Center		

Access Update:

Asterisk (*) indicates completed project reported in CDP minutes.

Architecture Bldg: ramp to atrium patio

Black Hall: convert freight elevator

BryantHall (Aerospace): convert freight elevator

Chemical Engineering: convert freight elevator

Chemistry Bldg: Lecture Platform (ramp)
Dauer Hall: South Entrance Ramp
Dauer Hall: elevator
Dauer Hall: restroom
Dauer Hall: Lang Lab Access
Fine Arts C: elevator changed to pushbutton and power doors
Floyd Hall: Renovations by 5/92 will include access

Larsen Hall: convert freight elevator

Lake Wauburg

Law School:

Men's and Women's toilets at Library
Restroom Faculty/classroom area 3rd Floor.
Accessibility Rms 190 A, B and C (seating); 205 Holland Hall; Ramp to main entrance on second ave
Ramp to Bruton-Geer Terrace
Lower elevator call buttons to code
Acessible carrels in computer lab
Cafeteria(18 doors)
Leigh Hall: Elevator upgrade by 05/93

Library East: restroom access (on hold)

Norman Hall: computer labs access

Mechanical Engineering Bldg: convert freight elevator

Peabody Hall: recption desk accessibility

Performing arts center:
Electric doors, 1 exterior, 1 interior addl access seating main floor

Rhines Hall: bathroom upgrade

Rodgers Hall: bathroom upgrade
Rodgers Hall: Stair Lift
Rodgers Hall: Bathrooms (2) upgrade
Williamson Hall: Elevator conversion

UNIVERSITY OF FLORIDA

ACCESSIBILITY SURVEY

COMPILED BY:

COMMITTEE ON DISABLED PERSONS

JANUARY 17,1991

OFFICE FOR STUDENT SERVICES
PROGRAMS AND SERVICES FOR
STUDENTS WITH DISABILITIES

INTRODUCTION

This survey has been completed in order to provide the Committee on Disabled Persons a guide with which to base future accessibility projects. Due to continual changes on campus, this survey is already out-of-date. As buildings are renovated or areas made accessible the information within this survey will be updated. This survey has been entered into a computer database and is ready to be updated on an as-needed basis. That data is stored in the Office for Student Services, with the Assistant Dean of Programs and Services for Students with Disabilities. This survey is not intended to be an annual project.

This report includes four specific areas of concern: general building accessibility, elevator accessibility, restroom accessibility, and improvements for the visually impaired such as, signage and markings. The lists at the end of the survey show buildings which have accessible restrooms but need either logos on the doors or additional handrails for the stalls. As funding becomes available, specific problems will be targeted. Not every building has been surveyed. The report examines buildings, other than residence halls, which have major campus use.

As members of the Committee on Disabled Persons, you are encouraged to become familiar with the areas you use on campus. If you are aware of an area that needs to be included in this survey please inform the committee. Also, please notify the committee of any changes to any area on campus. With the assistance of this committee we can make the University of Florida completely accessible to all persons.

This survey was compiled by Hank Reidelberger, Office for Student Services, with the assistance of Golden Key; UF Chapter. Without their dedication and persistence this, the first access survey, would not have been completed.

Ken Osfield

Kenneth Osfield
Chair, Committee on Disabled Persons
January 1991

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Aerospace/Engineering Sciences, Bldg. #725, Engineering Area
Exterior Access: This multi-storey building has an accessible entrance on the northeast corner of the building off of the courtyard. The building has two accessible parking spaces more than 300 feet from the accessible entrance in the engineering area lot on Museum Road. Routes to accessible entrances do not meet code because of the steep grade as well as the lack of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but require less than the eight pounds of opening effort required for manual use. The upper floors are accessible via a freight elevator located in the north end of the building. Freight elevators do not meet access codes required of passenger elevators. Persons with limited upper body strength and or range and motion may require assistance using this elevator. Freight elevators may require a key to operate. Interior doors meet code in width but some do not meet the five pounds of effort required for interior door specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The accessible restrooms are located on upper floors and were modified according to early access codes.

Agricultural Engineering Machine Shop, Bldg. #227, Ag. Area
Exterior Access: This unmodified one storey shop building has accessible entrances on the west and south sides. There seems to be plenty of unmarked parking in this area but none of the spaces are designated for disabled consumers. Routes to accessible entrances do not meet meet code as the areas around the doors are rocky and eroded. There are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet the eight pound opening code for manual use. Interior doors meet the 32 inch width and five pound opening pull specifications. Interior areas are obstructed. A storage loft is not accessible. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. The unisex restroom in this building needs to have the mirror lowered and a logo installed on the door.

Agronomy Building, Bldg. #107, IFAS Area
Exterior Access: This building has accessible entrances on the front side of the building but it does not have accessible parking nearby. Entrance doors are not electrically operated but meet code for manual use. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: This is a two storey building but the second floor is inaccessible. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified.

Agronomy Physiology, Bldg. # 164, IFAS Area
This is a one storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the rear entrance. This building could be accessed via the Agronomy Weed Science Building.

Agronomy Research, Bldg. #737, IFAS Area
Exterior Access: This building has an accessible entrance on the south side of the building. There are no accessible parking spaces in this area. Routes to this accessible entrance do not meet code because of the unpaved walkway. There are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed with equipment in halls. Offices four through eight are not accessible because of steps leading to this area. The fire alarms do not have flashing lights nor do they have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible.

Agronomy Weed Science, Bldg. #64, IFAS Area
Exterior Access: This building has an accessible entrance at the rear of the building on the west side of the building. There are no accessible parking spaces in this area. Routes to this accessible entrance meet code. There are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull

specifications. Interior halls and aisles are obstructed with equipment in halls. The fire alarms do not have flashing lights but they have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible and would require considerable modification to bring them up to code.

Anderson Hall, Bldg. # 7
This is a multi-storey building that is not accessible. The basement could be made accessible by constructing a ramp at the main entrance. An elevator will have to be constructed to make upper levels of this building accessible.

Anesthesiology Annex, Bldg. #223, Health Center Annex
Exterior Access: This is a temporary structure with a ramp facing the parking lot. There is no designated parking space in this area. Routes to the accessible entrance meets code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms but has the alarm pull height below 60 in. The restrooms are located inside of the entrance and do not have logos on the doors. The mirrors do not meet code and the toilets need a handrail on the back wall. Bookcases are in the restrooms.

Architecture Building, Bldg. #268
Exterior Access: This building has accessible entrances on the northeast, northwest and south sides of the building. This building has one accessible parking space in the Fine Arts parking area about 400 ft. away. The ramp on the south is too steep to meet code. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via an elevator located in the northeast corner of the building. The elevator does not have chimes for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do have flashing lights but do not have alarm boxes below 60 inches above floor level. Men's and women's restrooms are located on the second floor. Rest rooms

do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Baby Gator Child Care, Bldgs. #291, 292, 293, Law School Area
Exterior Access: These buildings have accessible entrances at each building. The parking area is small and does not have accessible parking. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. The mulch in the playground areas may prove too soft for wheelchairs.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior aisles are unobstructed. Water fountains do not meet codes because the facility has been designed for small children. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. There are accessible unisex restrooms located in each building. Sinks are accessible for small children and have storage cabinets underneath.

Bartram/Carr Hall, Bldgs. #747-748, Museum Area
Exterior Access: These buildings have an accessible entrance from the parking area, that has one accessible space, on the south side of the building off Newell Drive. This multi-storey twin tower building shares parking and walkways. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior access: Entrance and interior doors meet code specifications for width and door pull. The upper floors are accessible via the elevator between the two buildings. The elevator does not have tactile floor markers. Interior halls and aisles are obstructed by equipment in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Men's restroom is located at B-3. The urinal does not meet the 17 inch height code. The women's restroom is located at B-1. Neither restroom has a logo on the door. They do not meet floor space code in toilet stalls and do not have mirrors positioned at code height.

Benton Hall, Bldg. #721, Engineering Area
Exterior access: This building has an accessible entrance on the northwest corner of the building off of the courtyard. The building has accessible parking more than 300 feet from the accessible entrance in the engineering area lot on Museum Road Routes to the accessible entrance do not meet code because of the steep grade as

well as the lack of tactile warnings for visually impaired consumers.
Interior access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located in Larsen Hall, which interconnects with the building. Some freight elevators require a key to operate and do not meet access codes. Though this elevator comes very close to meeting code for sliding doors, persons with limited upper body strength and/or range and motion may require assistance using this elevator. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The accessible restroom for men is in room 200. The accessible restroom for women is located in Larsen 201.

Biological Process Lab, adjacent to Frazier-Rodgers Hall on Museum Rd
Exterior access: This building has an accessible entrance in the rear of the building on the south side. Accessible parking is in the adjacent lot at the corner of Museum Road and Medical Center Drive. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers and broken concrete on front sidewalk and storm grate at doorway.
Interior access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do have flashing lights and do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified.

Black Hall, Bldg. #724, Engineering area
Exterior Access: This multi storey building has an accessible entrance on the southwest corner of the building at ground level. This building has no accessible parking. Routes to accessible entrances do meet code, but there are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator. Some freight elevators require a key to operate and do not meet access codes. Persons with limited upper body strength and or range and motion will require assistance using some freight elevators. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed

by equipment in hallways. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There is an accessible men's restroom in room 226. However, this restroom was modified according to earlier codes and has a privacy screen that does not allow passage of objects more than 26 inches wide.

Bruton/Geer Hall, Bldg. #759, Law School Area

Exterior Access: This building has accessible entrances on the N.W. corner of the building on the entrance circle as well as the south entrance from the commuter lot. This building has accessible parking less than 100 feet from the main entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via elevator. The elevator does not have chimes for visually impaired consumers. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment in the Lexis room. Water fountains do meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Accessible restrooms are on first and second floors, Men's rooms: 146 and 246; Women's rooms: 150 and 239. Restrooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Bryan Hall, Old Law School Building, Bldg. #6, College of Business

Exterior Access: This is a three-storey building that is not completely accessible. Accessible parking is available in the northeast corner of Business School parking area.

Interior Access: The ground floor classrooms in the north wing are accessible. Parts of the upper floors are accessible via an elevator in the old law library but this elevator does not meet code.

Bryant Hall, Aerospace Sciences, Bldg. #38, Across from HUB

Exterior Access: This building has an accessible entrance on the south face via a ramp from street level. This building has accessible parking less than 200 feet from the main entrance located across the street and east of the HUB. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. The entrance doors are too narrow and will require structural changes to the building in order to modify them. This is a multi-storey building with the upper floors accessible via an elevator located to the left of the main entrance. The elevator does not have chimes for visually impaired consumers. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles have equipment stored on all floors. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building.

Building Services, Bldg. #703, Physical Plant Area

This is a one storey building that is not accessible. The main floor could be made accessible by constructing a six-inch by six foot long ramp at the main entrance.

Business Administration, Bldg. #29, Business Administration Area

Exterior Access: This multi-storey building has accessible entrances from the courtyard or from the adjacent parking area. This building has accessible parking in the Criser-Peabody / Business Administration parking lot which is about 100 feet from the entrances. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior halls and aisles are unobstructed. This is a multi-storey building with the upper floors accessible via a centrally located elevator. Water fountains meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Restrooms meet code with the exception of logos on doors. Men's rooms: 105, 214 and 316; Women's room: 106. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Business Services, Bldg. #115, Traffic and Parking Area

Exterior Access: This is a temporary structure with a ramp on the northwest corner of the building. Parking for this facility is in the Traffic and Parking area parking lot Routes to the accessible entrance meets code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for

width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms but has the alarm pull height below 60 in. The unisex restroom, inside of the entrance, does not have logos on the doors. The mirror does not meet code. The toilet needs handrail on back wall.

CAD/CAM Building, Bldg. #225, North-South Drive

Exterior Access: This building has an accessible entrance via a wooden ramp on the north end of the building. It does have accessible parking nearby at the north end of Rhines Hall. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. Building needs curb cut at ramp to main entrance.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are on the main hallway but need additional handrails in toilet stalls.

Carlton Auditorium, Bldg. #22

Exterior Access: This building has accessible entrances on the north and south sides of the building. Parking is located in the Tigert Hall parking area across from Little Hall. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior aisles are unobstructed. Water fountains are outside and do not meet codes. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. There is a unisex restroom located adjacent to the stage. This restroom requires the addition of handrails and privacy screen to become accessible. The stage has a ramp that provides access and meets code.

Central Office Supplies, Physical Plant Area

This is a one storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance.

Central Stores, Bldg. #705, Physical Plant Area

This is a one storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance. There is a fork-lift ramp to the first floor level but it is very steep and is located in a restricted area. A switch back ramp would need to be constructed as the first floor level is five or six feet above ground level.

CENTREX/UPD Investigations, Bldg. #132, UPD Area

Exterior Access: This building has an accessible entrance on the southeast corner of the building. There is one accessible parking space up the hill in the UPD parking area. Routes to this accessible entrance meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. The water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The restrooms in this building are accessible and are located to the left of the entrance, but do not have logos on doors.

Chemical Engineering, Bldg. #723, Engineering Area

Exterior Access: This multi storey building has an accessible entrance on the southwest corner of the building. This building has accessible parking at the foot of the ramp that leads to the accessible entrance. The entrance and parking area are at the end of the service drive leading from the Black Hall parking area. Routes to accessible entrances do meet code, but there are no tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located at the accessible entrance. Some freight elevators require a key to operate and do not meet access codes. Persons with limited upper body strength and or range and motion will require assistance using this elevator because the doors need to be lubricated and adjusted. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed by equipment in hallways. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building.

Chemistry Research, Bldg. #688

Exterior Access: This multi-storey building has accessible entrances at the south, west and north corners of the building. This building has accessible parking in the parking lot at the corner of Buckman Drive and W. University Ave. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. The upper floors are accessible via an elevator in the east end of the building. The elevator does not have chimes nor tactile floor markers for visually impaired consumers. Interior doors meet code specifications for width and opening pull specifications. Interior halls and aisles are partially obstructed by equipment. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building. Accessible restrooms will be available in the new chemistry building.

Clinical Psychology, Bldg. #698, Surge Area

This is a one storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance.

Computer Science and Engineering (CSE) Bldg. #42

Exterior Access: This modern building has accessible entrances on the northeast corner of the building facing century tower and a ground level entrance on the southeast corner. The front ramp is close to the correct grade but lacks rest areas and railings. Persons using manual chairs are encouraged to use the southeast ground level entrance of CSE, nearest to the Hub, and take the elevator. This building has accessible parking less than 100 feet from the ground-level parking at the Hub. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via an elevator in the southwest corner of the building. The elevators meet code. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Accessible restrooms are on each floor.

Criser/Peabody Hall

Exterior Access: This multi-storey building has accessible entrances at the east side of Criser and the north and south sides of the throughway that bisects Criser and Peabody. Routes to accessible entrances meet code and ramps meet code going to and from the building. There is plenty of parking nearby in the lots in front of Little Hall and on the east side of Criser Hall.

Interior Access: Entrance doors are electrically operated, but when not functioning, do not meet the eight-pound pull specifications. Fire alarms have flashing lights and have alarm boxes 45 inches above the floor. Water fountains meet codes. Accessible restrooms are located on all floors of both buildings. (Women's S106, S221, S225, S310, S319, P413, and P208. Men's S104, S219, S223, S312, S321, P412, and P209.)

Dauer Hall, Bldg. #111

Exterior Access: This multi-storey building has an accessible entrance via a chairlift on the southeast corner of the building facing Buckman Drive. There is an accessible parking space on the southeast corner of the building less than 100 feet from the chairlift. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are electrically operated and other doors meet code for manual use. The upper floors are accessible via a centrally located elevator to the left of the main entrance. The elevator does not have audible chimes for visually impaired. The entrance to the elevator requires considerable maneuvering due to lack of floor space. Interior doors meet code specifications for width and door pull. Interior halls and aisles are unobstructed with the exception of rooms 115, 125, 103, 102, 215, 212, 210, 203, 203a, 217 and 219 which are isolated by several steps. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Restrooms (Men's-Rm.150; Women's-Rm.140) are accessible. Stalls have restricted floor space.

Department of Infectious Diseases, Veterinary Science Area, Bldg. #171

Exterior Access: This building has accessible entrances on the north end of the building but it does **not have accessible parking nearby**. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull

specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified.

Department of Pediatrics, Bldg. #237, Health Center Annex

Exterior Access: This is a temporary structure with a ramp facing the parking lot. There is no accessible parking in this area. Routes to the accessible entrance meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are obstructed by equipment in aisles. This building does not have flashing light fire alarms but has the alarm pull height below 60 in. The restrooms are to the left of the entrance. The doors require logos and each restroom requires additional handrails in the toilet stalls.

Electronic Communications Lab, Bldg. #668, Surge Area

Exterior Access: This building has accessible entrances on the north end of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment placed in halls. Water fountains do not meet codes. The fire alarms do have flashing lights and have alarm boxes below 60 inches above floor level. The men's restroom meets earlier access codes. The women's restroom in this building is not accessible but could be modified.

Entomology Laboratory, Bldg. #162, McCarty Area

This is a one storey building that is not accessible. The main floor could be made accessible by constructing a ramp to the loading dock. The ground level door is well below the 36 inch minimum width and would require structural changes to widen it.

Entomology Research Lab, Bldg. #62, Shands Area

Exterior Access: This building has an accessible entrance on the front of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of needing a new sidewalk and tactile warnings for visually impaired consumers.

Interior Access: The entrance door to this small lab is not electrically operated but meets code for manual use. Interior doors meet code in width and pull specifications. The interior is an open lab space but with narrow aisles with equipment closely spaced. There are no accessible restrooms in this building but could be updated when building is renovated.

Fifield Hall, IFAS Plant Pathology, Bldg. #717, IFAS Area

Exterior Access: This multi-storey building has an accessible entrance on the north side of the building. Accessible parking spaces are nearby in the front of the building about 75 feet from the entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: The entrance door to the ground floor reception area is too stiff to meet code. None of the entrance doors are electrically operated. This is a multi-storey building with the upper floors accessible via two elevators. One elevator is located to the left of the main entrance and the other is in the rear of the building. The elevators do not have chimes nor tactile floor markers for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. Men's and Women's accessible restrooms are located at room 1101 for men and 1103 for women. There are no logos on the entrance doors and the mirrors are over the 40 inch code height. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Fine Arts "A" Bldg. #597, Fine Arts Complex

Exterior Access: This building has an accessible entrance off Stadium Road. Accessible parking is located in the Little Hall parking lot. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a two storey building but the second floor is not accessible from the ground floor of this building Persons wishing to access the library on the second floor must use

the elevator in Fine Arts "C" and then use the walkway across to the library. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains meet codes. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building. The nearest accessible restrooms are in Fine Arts "D."

Fine Arts "B"/ University Gallery, Bldg. #598

Exterior Access: This building has an access ramp on the west side of the building that runs from the Fine Arts courtyard. Accessible parking is located in the Little Hall lot and the parking lot adjacent to Fine Arts "C". Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible.

Fine Arts "C", Bldg. #599, Fine Arts Complex

Exterior Access: This building has an accessible entrance on the ground level on the southwest corner of the building. This building has accessible parking in the adjacent parking area about 100 ft away. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a limited access, key-operated freight elevator located in the southwest corner of the building near the accessible entrance from the parking area. The elevator is not designed for access for disabled persons. The key switches that operate the elevator are more than 70 inches above floor level and the doors are manually operated. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building.

Fine Arts "D", Fine Arts Area, Bldg. #269, Fine Arts Complex
Exterior Access: This building has accessible entrances on the north and south sides of the building. This building has accessible parking in the Tigert Hall parking area about 400 ft away. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated and some do not meet code for manual use. This is a multi-storey building with the upper floors accessible via an elevator located in the northwest corner of the building nearest the Fine Arts courtyard. The elevator does not have chimes for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. Men's and women's accessible restrooms are located in: Men rms. 330 and 212; Women rms. 332 and 208. The urinals in the men's restrooms are too high to meet code.

Flint Hall, Bldg. # 8 (Closed)
This is a multi-storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance. An elevator will have to be constructed to make upper levels of this building accessible.

Florida Field survey has not been completed at this writing.

Florida Gymis under modification of its restrooms at this writing.

Florida State Museum, Bldg. #181, Museum Road
Exterior Access: This building has an accessible entrance on the north side of the building on the entrance circle. This building has no accessible parking spaces nearby. Parking is available at the University Police Department parking area, about 400 ft. away. Routes to accessible entrances meet code with the exception of steep grades and the lack of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated and do not meet code for manual use. The Florida State Museum is a multi-storey building with the **lower floors inaccessible because** the elevator is not open to the public. Most interior doors meet code in width and pull specifications Interior halls and aisles are largely unobstructed. However, some exhibits will intrude into

overhead and walkway space. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level Men's and Women's accessible restrooms are located on the main floor across from the gift shop. Restrooms do not have logos on the doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Food Science and Nutrition, Bldg. #475, McCarty Area
This is a multi-storey building that is not accessible. The main floor could be made accessible by constructing a small ramp at the entrance to room 130 in the northeast corner of the building. Accessible parking could be placed in the parking area adjacent to this building and behind the IFAS Computer Network Building. The elevator is located a short distance from the rm. 130 entrance. Restrooms in this building can be modified.

Frazier-Rodgers Hall, Bldg. #474, Museum Area
This is a multi-storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance. An elevator or chairlift will have to be constructed to make upper levels of this building accessible. The accessible women's restroom is on the first floor. The toilet stall does not meet the floor space code as well as the lack of an additional handrail.

Governmental Relations, Bldg. #57, IFAS Area
Exterior Access: This building has accessible entrances on the east side of the building facing the parking lot. The parking lot has no accessible parking. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. *Interior Access:* Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible and would require major modifications.

Griffin-Floyd Hall, Bldg. #10 (Closed.)
This is a multi-storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance. An elevator will have to be constructed to make upper levels of this building accessible.

Grinter Hall, Bldg. #2

Exterior Access: This building has accessible entrances on the north and west sides of the building. There are accessible parking spaces nearby in the southwest corner of Little Hall Lot and at the Plaza of the Americas. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Grinter Hall is a multi-storey building with the upper floors accessible via elevators located in the center of the lobby. The elevators do not have chimes for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed with equipment. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Accessible restrooms are on the first floor. Restrooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Holland Hall, Bldg. #757, Law School Area

Exterior Access: This building has accessible entrances on the southwest corner of the building on the entrance circle as well as the east entrance from the faculty lot. This building has accessible parking less than 100 feet from the main entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but some do not meet code for manual use. This is a multi-storey building with the upper floors accessible via elevators located in the library and the dean's office. Elevators do not have tactile markings for visually impaired consumers nor buttons that meet access code. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment in hallways. Water fountains do meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Men's and women's accessible restrooms are found on the first floor. Also, accessible restrooms are on first and second floor of Brouton-Geer Hall. Men's rooms: 146 and 246; Women's rooms: 150 and 239. Restrooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

IFAS Computer Network Building, Bldg. #499, McCarty Area
This is a two-storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the entrance at the front of the building. Accessible parking could be placed in the parking area behind this building. An elevator will have to be installed to make the second floor accessible. Restrooms in this building can be modified.

IFAS Editorial Office, Bldg. #116, IFAS Area
Exterior Access: This unmodified, one storey office building has an accessible entrance on the north face of the building. There is plenty of parking in this area but none of the spaces are designated as disabled spaces. Routes to the accessible entrance meet code. There are no tactile warnings for visually impaired consumers. *Interior Access:* Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width but not pull specifications. Interior halls and aisles are obstructed with equipment in aisles. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible because they lack handrails in the toilet stalls.

IFAS Facilities Operations Shops, Bldg. #124, IFAS Area
Exterior Access: This one storey shop building has accessible entrances on the southwest corner of the porch. There is plenty of parking in this area but none of the spaces are designated as such. Routes to accessible entrances meet code. Other paved areas in rear of the shop areas are "hilly." There are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width but not pull specifications. Interior halls and aisles are obstructed. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The accessible restrooms in this building are to the left of the main entrance. Restrooms require logos on the doors and handrails in the toilet stalls.

IFAS Facilities Operations, Bldg. #106, IFAS Area
Exterior Access: This building has an accessible entrance through a private entrance door via the director's office. It does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. The building needs a ramp to the main entrance.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building, to the left of the main entrance, are accessible but need additional handrails in toilet stalls.

IFAS Mail Center, Bldg. #440, IFAS Area
Exterior Access: This building has an accessible entrance on the east side of the building facing the parking lot. The parking lot has no accessible parking. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles have equipment in them. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible and would require major modifications to meet door width code.

IFAS Warehouse, Bldg. #199, IFAS Area
Exterior Access: This building has an accessible entrance on the west side of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: The entrance door to this building is not electrically operated but meets code for manual use. Interior doors meet code in width and pull specifications. The interior is an open warehouse space but with aisles with equipment closely spaced. There are no restrooms in this building. There is a unisex "outhouse in back" that is not accessible.

Infirmary, Bldg. #18This building is under renovation.

Information Services, Bldg. #210, Traffic and Parking Area
Exterior Access: This building has an accessible entrance on the north face of the building. It has accessible parking nearby at the southwest corner of the Traffic and Parking Area lot. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull

specifications. Interior halls and aisles have fire equipment hanging on the walls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The accessible restrooms in this building are in the center of the building, up the hallway from the accessible entrance. The bathroom doors need logos.

Institute of Black Culture, Bldg. #874, 1510 W. University Ave
Exterior Access: This building has an accessible entrance on the rear of the building. This entrance is kept locked but it has a doorbell. This building **does not have accessible parking nearby**. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: This is a two storey building but the second floor is not accessible. Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. There are **no accessible restrooms** in this building. The women's restroom on the first floor could be modified.

International Student Services, Bldg. # 880, 1504 W. University Ave
Exterior Access: This building has an accessible entrance on the east side of the building but it **does not have accessible parking nearby**. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a two storey building but the **second floor is not accessible**. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. There are **no accessible restrooms** in this building, but the women's restroom on the first floor could be modified.

J. Wayne Reitz Union, Bldg. 686, Student Union
Exterior Access: This building has accessible entrance ramps at the main entrance circle on the west side of the building. A second ramp allows access to the colonnade and Constans Theater from Union Green on the north side. A walkway from Museum Road leads past the automated bank tellers to the ground floor of the union and the Orange and Brew. This route is too steep to meet code for manual

wheel chair users but can be used by consumers in electric wheel chairs. This building has accessible parking on the entrance circle less than 50 feet from the northwest entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: The door at the main entrance is electrically operated and meets code. Other manually opened doors may be to stiff to meet opening pull specifications. This is a multi-storey building with the upper floors accessible via four elevators behind the main entrance. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Accessible restrooms are on the second floor near the elevators. These restrooms meet code with the exception of logos on doors, limited clearance under lavatories and limited floor space in toilet stalls for electric wheelchair users. The restrooms in the Orange and Brew are not accessible because of steps leading up to restrooms. The table tennis and billiard areas adjacent to the bowling alley are not accessible because of steps leading to areas. Hotel rooms are currently accessible for sleeping and living areas but there are no bathroom access in any of the rooms.

J.Hillis Miller Medical Center/Shands Teaching Hospital, Bldgs. 201 - 206, S.W. Archer Rd

Exterior Access: These buildings have accessible entrances at all major entrances with accessible parking in the lot near the southwest entrance, the northwest entrance and the southeast entrance near the emergency room waiting area. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are electrically operated and other doors meet code for manual use. This is a multi-storey building with all areas accessible. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do meet codes. The fire alarms do have flashing lights and have alarm boxes below 60 inches above floor level. Accessible restrooms are throughout the complex. Some restroom doors are designated "fire doors" and cannot be pushed open without turning the knob.

Johnson Hall Annex, "Albert and Alberta's," Bldg. #1000

Exterior Access: This cafeteria is a temporary structure with a ramp on the northwest corner of the building. Parking for this facility is at the infirmary parking lot or across the street at the Women's gym more than 300 feet away. Routes to the accessible entrance meets code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed with the exception of table and chair spacing in the dining area which must be crossed to use the ramp to exit the building. This building does not seem to have fire alarms in the public part of the building. Restrooms are accessible but require additional handrails in toilet stalls to meet code.

Larsen Hall, Bldg. #722, Engineering Area

Exterior Access: This building has an accessible entrance on the northeast corner of the building off of the courtyard. This building has accessible parking more than 300 feet from the accessible entrance in the engineering area lot on Museum Road. Routes to accessible entrances do not meet code because of the steep grade as well as the lack of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located in this building, which interconnects with Benton Hall. Some freight elevators require a key to operate and do not meet access codes. Though this elevator comes very close to meeting code for sliding doors, persons with limited upper body strength and or range and motion may require assistance using this elevator. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The accessible restroom for men is in room Benton 200, and the accessible restroom for women is located in room 201.

Laundry, Bldg. #714, Physical Plant Area

This is a one storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance.

Leigh Hall, Bldg. #9, Chemistry

Exterior Access: This older multi-storey building has accessible entrances at the northwest and southwest corners of the building. This building has accessible parking in the parking lot at the corner of Buckman Drive and W. University Ave. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. The upper floors are accessible via an elevator at the accessible entrance to the building. The elevator does not have chimes nor tactile floor markers for visually impaired consumers. Interior doors meet code specifications for width and opening pull specifications. Interior halls and aisles are partially obstructed by equipment. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building. Accessible restrooms will be available in the new chemistry building.

Library East/Smathers Library, Bldg #5

Exterior Access: This building has accessible entrances on the NW corner of the building. This building has accessible parking less than 100 feet from the main entrance in the Library Parking area. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via an elevator located behind the circulation desk. The elevator is smaller than minimum size for code and does not have chimes for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of the shelf width in stack areas. Water fountains do not meet codes. The fire alarms have flashing lights but do not have alarm boxes below 60 inches above floor level. At this writing Library West does not have accessible restrooms. Accessible restrooms are on the second floor and above of Library West.

Library West, Bldg. #689

Exterior Access: This building has accessible entrances on the south face of the building off the Plaza of the Americas. This building has accessible parking less than 200 feet from the main entrance in the

Library parking area. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. *Interior Access:* Entrance doors are electrically operated and other doors meet code for manual use. This is a multi-storey building with the upper floors accessible via elevators located to the left of the main entrance. The elevators meet code. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of the shelf width in stack areas. Water fountains meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. Accessible restrooms are on each floor. Consumers using electric wheelchairs may encounter limited floor space in toilet stalls.

Little Hall, Bldg. #665

Exterior Access: This building has accessible entrances on the north, south, east and west sides of the building. This building has accessible parking spaces nearby in the southwest corner of Little Hall Lot. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Little Hall is a multi-storey building with the upper floors accessible via an elevator located in the middle of the north side of the building. The elevator does not have chimes or tactile floor markings for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. Accessible restrooms are: Men's: 134a; 349a; Women's: 124a; 224a; 234a; 416a Restrooms have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Marston Science Library, Bldg. # 43

Exterior Access: This modern building has accessible entrances on the northeast corner of the building facing century tower and a ground level entrance on the southeast corner of Computer Science and Engineering (CSE). The front ramp is close to the correct grade but lacks rest areas and railings. Persons using manual chairs are encouraged to use the southeast ground level entrance of CSE, nearest to the Hub, and take the elevator up to the second level and go across to Marston Science Library. This building has accessible parking less than 100 feet from the ground-level parking at the Hub

Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are electrically operated and other doors meet code for manual use. This is a multi-storey building with the upper floors accessible via elevators located to the right of the main entrance. The elevators meet code. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of the shelf width in stack areas. Water fountains meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Accessible restrooms are on each floor.

Materials and Mechanics Building, Bldg. #719, North South Drive
Exterior Access: This multi-storey building has an accessible entrance on the east side of the building near the J. Wayne Reitz Union. This building has accessible parking on the JWRU circle and at Rhines Hall. Routes to accessible entrances code. There is a lack of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located in the east end of the building. Some freight elevators require a key to operate and do not meet access codes. Persons with limited upper body strength and/or range and motion may require assistance using this elevator. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building.

Matherly Hall, Bldg. 406, College of Business
Exterior Access: This multi-storey building has accessible entrances on the east and west ends of the building off the courtyard. This building has accessible parking in the library parking lot which is more than 300 feet from the west entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated and may not meet code for manual use depending on weather. This is a multi-storey building with the upper floors accessible via elevators near each entrance. Neither elevator has chimes for visually impaired consumers. Interior doors meet code specifications for width. Upper floors do not meet code for opening pull specifications.

Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Accessible restrooms are on the east end adjacent to the elevator. Men's rooms: Rms. 121 and 343a; Women's rooms: Rms.19 and 226. Persons using power wheelchairs may experience limited floor space in toilet stalls.

McCarty "A," Bldg. #495, McCarty Area

Exterior Access: This building has an accessible entrance on the south face of the building across from the entrance to McCarty Auditorium. This building has accessible parking more than 300 feet from the accessible entrance in the McCarty parking area. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located inside and to the right of the accessible entrance. Some freight elevators require a key to operate and do not meet access codes. Persons with limited upper body strength and or range and motion will require assistance using this elevator. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles have equipment stored in halls. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are **no accessible restrooms** in this building.

McCarty "B" Bldg. #496, McCarty Area

Exterior Access: This building has an accessible entrance on the south end of the building. Accessible parking is more than 150 feet from the accessible entrance in the McCarty parking area. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located inside near the accessible entrance. Some freight elevators require a key to operate and do not meet access codes. Persons with limited upper body strength and or range and motion will require assistance using this elevator. Upper floors in this building can be accessed via passenger elevator in McCarty "D". Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles have equipment stored in halls. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60

inches above floor level. There are no accessible restrooms in this building.

McCarty "C"/McCarty Auditorium, Bldg. #497

Exterior Access: This building has an accessible entrance on the southwest corner of the building. It has accessible parking more than 300 feet from the accessible entrance in McCarty parking area. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located inside the accessible entrance. Some freight elevators require a key to operate and do not meet access codes. Persons with limited upper body strength and or range and motion will require assistance using freight elevators. On the fifth floor only rooms 501-508 and 512 are accessible. The remainder of the rooms are not accessible because of a series of steps. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles have equipment stored on all floors. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The only accessible restroom in this building is the women's restroom located on the fourth floor next to the elevator. This restroom door has no logo. The entrance opens directly on the hallway and lacks a privacy partition as well as an additional handrail.

McCarty "D" Bldg. # 498, McCarty Area

Exterior Access: This multi-storey building has accessible entrances on the north side of the building through door 6043. This building has accessible parking in the McCarty Area lot. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. The upper floors are accessible via an elevator in the east end of the building. The elevator does not have chimes for visually impaired consumers. Elevator call buttons do not meet the 54 in. height requirement. Interior doors meet code specifications for width but not for opening pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes but drinking cups are available. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building.

Mechanical Engineering Field Lab, Bldg. #247, Solar Research Park
Exterior Access: This unmodified, one storey shop building has accessible entrances on the west side of the building. There is plenty of parking in this area but none of the spaces are designated as such. Routes to accessible entrances meet meet code. There are no tactile warnings for visually impaired consumers. *Interior Access:* Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed with equipment in walkways. The restroom in this building is not accessible due to door width.

Mechanical Engineering Lab/Alumni Labs, Bldg. #183
Exterior Access: This building is partially accessible via the south entrance. Parts of the building are accessible via roll-up shop doors facing North-South Drive. The roll-up doors will require assistance. This building has accessible parking more than 100 feet from the accessible entrance at the north end of Rhine Hall.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. The interior halls are interrupted by steps. Interior halls and aisles have equipment stored in shops. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are no accessible restrooms.

Mechanical Engineering, Bldg. #720, North-South Drive
Exterior Access: This multi-storey building has an accessible entrance on the northeast and southeast corners of the building. This building has accessible parking more than 200 feet from the accessible entrance in the adjacent lot and on the Reitz Union Circle. Routes to accessible entrances do not meet code because of the steep grade as well as the lack of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located in the north end of the building. Some freight elevators require a key to operate and do not meet access codes. Persons with limited upper body strength and or range and motion may require assistance using this elevator. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing

lights but have alarm boxes below 60 inches above floor level. The accessible men's restroom is located on the second floor and was modified according to early access codes. The women's restrooms are not accessible.

Mechanical Shop, Bldg. #704, Physical Plant Area
Exterior Access: This unmodified, one storey shop building has accessible entrances on the southeast and southwest sides of the building. There seems to be plenty of parking in this area but none of the spaces are designated as such. Routes to accessible entrances do not meet meet code as the paved areas are "hilly." There are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width but not pull specifications. Interior halls and aisles are obstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible.

Methane Fermentation Labs, Bldgs. #243, 245, 246, Solar Research Park
Exterior Access: This is a temporary structure with a ramp facing the south side of the building. This entrance was locked at time of survey. There is no accessible parking in this area. Routes to the accessible entrance meets code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms nor is the alarm pull height below 60 in. There is a unisex restroom that is accessible but requires additional handrails in toilet stall.

Microfabritech, Bldg. #226, Surge Area
Exterior Access: This building has an accessible entrance in the southeast corner of the building. This building has no accessible parking spaces. Routes to the accessible entrance meets code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains meet codes. The fire alarms do have flashing lights and have alarm boxes below 60 inches above floor level. Men's and Women's restrooms are located to the right of the entrance.

Restrooms do not have logos on doors. Both restrooms require handrails in toilet stalls.

Music Building, Bldg. #117

Exterior Access: This building has accessible entrances on the north, south, east and west sides of the building. This building has no accessible parking spaces nearby. Parking is available at the Plaza of the Americas about 400 feet away. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. The Music Building is a multi-storey building with the upper floors accessible via an elevator located in the center of the building. The elevator does not have chimes for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed.. Water fountains do meet codes. The fire alarms do have flashing lights and do not have alarm boxes below 60 inches above floor level. Men's and Women's accessible restrooms are located on the first floor. Restrooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Mycology Lab, Bldg. #168, IFAS Area

Exterior Access: This building has an accessible entrance on the south side of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of sandy surfaces and tactile warnings for visually impaired consumers.

Interior Access: The entrance door to this small lab is not electrically operated but meets code for manual use. Interior doors meet code in width and pull specifications. Interior is an open lab space but with narrow aisles with equipment closely spaced. There are no restrooms in this building.

Nematology, Bldg. # 78, IFAS Area

This is a one storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance.

Neuroscience/Psychology, Bldg. #742, Surge Area

Exterior Access: This building has accessible entrances on the north and south end of the building but it does not have accessible

parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. *Interior Access:* Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment placed in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified. This building has been scheduled to be modified for patient use.

Newell Hall, Bldg. #13
Exterior Access: This older multi-storey building has an accessible entrance via ramp at the rear of the building across from the HUB on the southeast corner of the building. This building has accessible parking across the street between Computer Science and Engineering and the HUB. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. *Interior Access:* Entrance doors are not electrically operated but meet code for manual use. The upper floors are accessible via an elevator in the center of the building. The elevator does not have chimes for visually impaired consumers. Interior doors meet code specifications for width and opening pull specifications. Interior halls and aisles are partially obstructed by equipment. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Accessible restrooms are adjacent to the elevator. Men's room: 3rd. floor; Women's room: 2nd. floor. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Newins-Ziegler, Bldg. 832, Forestry and Environmental Sciences
Exterior Access: This building has an accessible entrance on the north side of the building that faces McCarty Drive. Accessible parking spaces are nearby, between Newins-Ziegler and the J. Wayne Reitz Union. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. *Interior Access:* None of the entrance doors are electrically operated and the entrance door to the ground floor reception area is too stiff to meet code. This door is locked during the noon hour thus barring access to the north elevator. This is a multi-storey building with the upper floors accessible via two elevators located on the north and south sides of the building. The elevators do not have chimes nor tactile floor markers for visually impaired consumers. Most interior

doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. Men's and Women's accessible restrooms are located on each floor adjacent to north elevator. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Norman Addition, Bldg. #103, College of Education

Exterior Access: This building has accessible entrances from the accessible parking areas on the north and south ends of the building. This is a multi-storey addition to Norman Hall and shares parking and walkways with the older building thus eliminating access problem with the older, adjacent structure. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors to the library are electrically operated and other doors meet code for manual use. The upper floors are accessible via elevators in the library and the east wing of the addition. Interior doors meet code specifications for width and door pull. Interior halls and aisles are unobstructed. Water fountains meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. All restrooms are accessible in this area, but appropriate signage is not on the doors.

Norman Hall, Bldg. #101, College of Education

Exterior Access: This multi-storey building has accessible entrances from the accessible parking areas on the north and south ends of the building. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. The upper floors accessible via a centrally located elevator next to vending/lounge; around the corner from the building's antique elevator. Interior doors meet code specifications for width and door pull. Interior halls and aisles are unobstructed with the exception of rooms 306 through 336 which are isolated by several steps. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Restrooms are not accessible with the exception of restrooms in the Norman Addition meeting code, but do not have logos on doors.

Nuclear Science Center, Bldg. #634, Union Green

Exterior Access: This multi-storey building has an accessible entrance on the northeast corner of the building at ground level. This building has accessible parking in spaces between Weil and Weimer halls. Routes to accessible entrances do meet code. There are no tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator with a power operated door. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed by equipment in hallways. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. There are no accessible restrooms in this building.

O'Connell Center

Exterior Access: The main entrance to the facility is on the north and south sides of the O'Dome. Accessible parking is plentiful and nearby in the adjacent parking lot. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. Because the facility has the roof supported by compressed air the airlocks should be used to access the building. Persons using the facility other than regularly scheduled activities may find these airlocks inoperable. Entering through the emergency exits emits a gust of wind.

Interior Access: Door pull on most exterior doors exceeds the code for maximum pull. The elevator used to access all levels of the center is located near the Gate 3 airlock and meets code except for door chimes for visually impaired persons. Water fountains meet codes. Men's and Women's restrooms are located on the ground level entrances to the arena. Persons using power wheelchairs may experience limited floor space in toilet stalls. There are four designated seating areas on the ground level looking down on the arena floor. Persons with disabilities are not allowed on the arena floor during events because of fire evacuation policies.

Office of Conference Institutes, Bldg. #639, IFAS Area

Exterior Access: This building is a temporary structure with a ramp on the west corner of the building. There is **no accessible parking nearby**. Routes to the accessible entrance meet code with the exception of a paved sidewalk to the end of the ramp and tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms but do have the alarm pull height below 60 inches. Restrooms (men's is in rm 19 and women's is in room 20) are accessible but require additional handrails in toilet stalls to meet code.

Ornamental Horticulture Lab / Fifield Greenhouse Complex, Bldgs. 1200, 1205, 1214, IFAS Area

Exterior Access: These modern buildings have accessible entrances at each building. The parking area does not have accessible parking but accessible parking spaces could be designated if needed. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior aisles in office areas are unobstructed. The greenhouse aisles are less than 36 inches but can be modified if needed. Water fountains meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. There are accessible restrooms located in the east and west labs. Showers in these areas have hand rails. However, restrooms do not have logos on doors.

Parking Decal Office, Bldg. #354, Traffic and Parking Area

Exterior Access: This is a temporary structure with a ramp on the northwest corner of the building. Parking for this facility is in the Traffic and Parking area parking lot. Routes to the accessible entrance meets code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms but has the alarm pull height below 60 in. There is a unisex restroom that is accessible but requires additional handrails in toilet stall. Equipment is stored in this restroom.

Parking Fines and Appeals, Bldg. #110, Traffic and Parking Area

Exterior Access: This is a temporary structure with a ramp on the northwest corner of the building. Parking for this facility is in the Traffic and Parking area parking lot. Routes to the accessible

entrance meets code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms but has the alarm pull height below 60 inches. The restrooms are in the rear hall. There are no logos on the doors. The mirrors do not meet code. Equipment and files stored in restrooms.

Percy Beard Track
Exterior Access: The main entrance to the track is on the south end of the parking area. Accessible parking is next to ticket office about 200 feet from the accessible entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Gate entrances meet code. Water fountains meet codes. Men's and Women's restrooms are located on the ground level behind the ticket office. Restrooms do not have logos on doors. The women's restroom has limited space between the opposite wall and the lavatories. The men's restroom does not have handrails that meet code. Persons using power wheelchairs may experience limited floor space in toilet stalls. There are plenty of open areas for persons in wheelchairs to view the events but no areas are specifically designated for wheelchair fans. **The press box is not** accessible.

Perry Field Baseball Stadium
Exterior Access: The main entrance to the baseball stadium is on the east side nearest the O'Connell Center. Routes to accessible entrances meet code with the exception of the walkway grade because it is steeper than the required 1:20 pitch. Other individuals may not be able to access the facility unless assisted. There are no tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Water fountains do meet codes. Men's and Women's accessible restrooms are located on the ground level near the concession area. Restrooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls. There are plenty of open areas for persons in wheelchairs to view the games but no areas are specifically designated for wheelchair fans. The press box is not accessible.

Pharmacy Annex, Bldg. #221, Health Center Annex

Exterior Access: This is a temporary structure with a ramp facing the parking lot. There is no accessible parking in this area. Routes to the accessible entrance meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms but has the alarm pull height below 60 inches. There is a unisex restroom that is accessible but requires additional handrails in toilet stall.

Phelps Lab, Bldg. #856, Across from JWRU

Exterior Access: This building has an accessible entrance on the east side of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: The entrance door to this small lab is not electrically operated but meets code for manual use. Interior doors meet code in width and pull specifications. The interior is an open lab space but with narrow aisles with equipment closely spaced. Fire alarms do not have flashing lights but do have alarm pull height below 60 inches. The restrooms are not accessible, but the men's restroom could be modified. The basement is not accessible.

Physical Plant Office, Bldg. #700, Physical Plant Area

Exterior Access: This building has an accessible entrance on the northeast corner of the building which faces the physical plant parking lot. There is one accessible parking space, curb cut and a walkway that leads to the accessible entrance. Routes to this accessible entrance meets code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed with equipment in halls. The water fountain next to the accessible restrooms meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The restrooms in this building are accessible and are located in the northeast corner of the building near the accessible entrance.

Physical Plant Shop, Bldg. #702, Physical Plant Area

Exterior Access: This unmodified, one storey shop building has accessible entrances on the west side of the building. There seems to be plenty of parking in this area but none of the spaces are designated as such. Routes to accessible entrances meet meet code. There are no tactile warnings for visually impaired consumers. *Interior Access:* Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are obstructed with equipment in walkways. Water fountains do not meet height code. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible.

Physiology, Bldg. #688, Surge Area

Exterior Access: This building has an accessible entrance on the south end of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. *Interior Access:* Entrance doors are not electrically operated but meet code for manual use. The interior doors meet code in width and pull specifications. The interior halls and aisles are unobstructed with the exception of equipment mounted in the halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified.

Plant Cell and Molecular Biology Lab, Bldg. #885

Exterior Access: This building has an accessible entrance on the north side of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. *Interior Access:* Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. The interior is an open lab space. Water fountains meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are located inside the double entrance doors. Accessibility could be improved by lowering the mirrors and adding logos on the entrance doors.

Plant Genetics Lab, Bldg. #162

This is a one-storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the entrance at the front of the building. Restrooms in this building can be modified. Accessible parking could be placed in the parking area behind this building.

Plant Growth Unit, Bldg. #711, IFAS Area

Exterior Access: This building has an accessible entrance on the east side of the building but it **does not have accessible parking** nearby. Routes to accessible entrances meet code with the exception of some short, steep ramps and tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Roll up garage doors will require assistance. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are located at room 107 for men and 105 for women. Accessibility could be improved by lowering the mirrors and adding logos on the entrance doors.

Plant Sciences Labs, Bldg. # 935, IFAS Area

Exterior Access: This building has an accessible entrance on the south side of the building but it **does not have accessible parking** nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. The interior is an open lab space but with narrow aisles and equipment closely spaced. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The **unisex restroom in this building is not accessible**. Older greenhouses are not accessible because of door width.

Printing Department, Bldg. # 715, Physical Plant Area

This is a one storey building that **is not accessible**. The main floor could be made accessible by constructing a small ramp at the main entrance.

Psychological Physiology Lab, Bldg. #772, Surge Area
This is a one storey building that is not accessible. The main floor could be made accessible by constructing a ramp over a ten inch step at the main entrance.

Psychology Building, Bldg. #749
Exterior Access: This building has an accessible entrance on the SW corner of the building from the adjacent parking area. This building has accessible parking less than 100 feet from the accessible entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via elevators located in the southwest corner of the building. Elevators do not have tactile markings for visually impaired consumers or buttons that meet access code. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. This building does have accessible restrooms on all floors. The restrooms do not have logos on doors. Toilet stalls require additional handrails. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Rehabilitation Research Institute, No Building Number, Surge Area
This is a one storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance.

Rhines Hall, Bldg. #184, North-South Drive
Exterior Access: This multi-storey building has an accessible entrance on the southwest end of the building. This entrance was locked at the time of the survey. This building has accessible parking adjacent to the ground floor entrance and at on the JWRU circle. There is a lack of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located in the center of the building. This elevator was turned off at the time of the survey. Some freight elevators require a key to operate and do not meet access codes. Persons with limited upper body strength and or range and motion may require assistance using this elevator. Interior

doors meet code in width but some do not meet pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. The only accessible restroom is the men's room at room 225. This restroom was modified to earlier codes and requires modifications to the stall and handrails.

Rolfs Hall, Bldg. #12

Exterior Access: This building has accessible entrances on the south and east ends of the building. Accessible parking is located between Computer Science and Engineering and The Hub. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with all but the ground floor accessible. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible.

Soil Science Building, Bldg. #631 IFAS Area

Exterior Access: This building has an accessible entrance on the east side of the building. There is no accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights and do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified.

Solar Demonstration House, Bldg. #252, Solar Research Park

This experimental house could be made accessible with the addition of a ramp to traverse a four inch step.

Solar Test House, Solar Research Park

This experimental house could be made accessible with the addition of a ramp to traverse a 30 inch elevation above ground level.

Solar Test House, Solar Research Park
This experimental house could be made accessible with the addition of a sidewalk and a ramp to traverse a six inch step.

Soybean Lab, Bldg. #63, IFAS Area
Exterior Access: This building has an accessible entrance on the south face of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of steps limiting access to rear of lab. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The unisex restroom in this building is located inside the entrance door is not accessible but could be modified.

State Motor Pool, Bldg. #706, Physical Plant Area
This is a one storey building that is not accessible. The main office could be made accessible by constructing a small ramp at the main entrance. Consumers entering office must go through shop area.

Student Traffic Court, Bldg. #112, Traffic and Parking Area
Exterior Access: This is a temporary structure with a ramp on the northwest corner of the building. Parking for this facility is in the Traffic and Parking area parking lot. Routes to the accessible entrance meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code specifications for width and door pull. Interior spaces and aisles are unobstructed. This building does not have flashing light fire alarms but has the alarm pull height below 60 in. The accessible restrooms are to the right of the entrance behind the counter. There are no logos on the doors. The mirrors do not meet code and equipment is stored in restrooms.

Surplus Property Building, Physical Plant Area
This is a one storey building that is not accessible. The main floor could be made accessible by constructing a ramp at the main entrance loading dock.

Tan Concrete Block Demonstration House, Solar Research Park
This experimental house could be made accessible with the addition of a sidewalk to the building and a ramp to traverse a four inch elevation above ground level.

Telecommunications, Bldg. #429, Physical Plant Area
Exterior Access: This building has accessible entrances on the north and south end of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of a drainage berm on the south end of the building and tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment placed in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified.

The Hub/Campus Shop and Bookstore, Bldg. #32
Exterior Access: This building has accessible entrances on the north side of the building. This building has accessible parking spaces on the east end. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This building is a two-storey building with the upper floor accessible via an elevator located in the rear of the bookstore. The elevator does not have chimes for visually impaired consumers. This elevator is shared by both The Hub and the bookstore. Persons going to the second floor of The Hub must enter the bookstore, go to the rear of the building, then take the elevator to the second floor and cross over to the hub. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do have flashing lights and do not have alarm boxes below 60 inches above floor level. Men's and Women's accessible restrooms are located on the first floor of the bookstore near the employee lounge area. Restrooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

The University Presses, Bldgs. # 36 & 37, N.W. 15th Street
This is a two storey building that is not accessible. The ground floor could be made accessible by constructing a 3 ft. by 36. ft ramp at main entrance on N.W.15th Street.

Tigert Hall, Bldg. #26, S.W. 13th Street
Exterior Access: This building has accessible entrances on the N.W. corner of the building via a steep ramp to the elevator. Persons wishing to avoid this ramp can access the building on the northeast side of the building via a chairlift under the main entrance steps. This building has accessible parking less than 100 feet from the northwest entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. *Exterior Access:* Entrance doors at the northeast entrance are not electrically operated but meet code for manual use. The northwest entrance door is electrically operated. This is a multi-storey building with the upper floors accessible via elevator. The elevator does not have chimes for visually impaired consumers. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Accessible restrooms are on first floor: Men's rooms, 130; Women's rooms, 121. Restrooms do have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Turlington Hall, Bldg. # 267
Exterior Access: This modern multi-storey building has accessible entrances on the northeast side behind the "Turlington Rock." Accessible parking is between Computer Science and Engineering and The Hub as well as the southwest corner of The Plaza of the Americas. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers. *Interior Access:* Entrance doors are not electrically operated but meet code for manual use. The upper floors are accessible via elevators in the northwest corner of the building. Interior doors meet code specifications for width and for opening pull. Interior halls and aisles are unobstructed. Water fountains meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Accessible restrooms are on each floor throughout the building. Persons using power wheelchairs may experience limited floor space in toilet stalls.

UF Foundation Inc., 2012 W. University Avenue, Bldg. #153

Exterior Access: This building has accessible entrances on W. University Avenue as well as the east side of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a two storey building but the second floor is not accessible. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. Accessible restrooms are to the left of main entrance but do not have logos on doors.

UF Tissue Bank, Bldg. #684, Surge Area

Exterior Access: This building has accessible entrances on the north and south end of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of a drainage berm on the south end of the building and tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment placed in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified.

University Auditorium, Bldg. #1

Exterior Access: This building has accessible entrances on the east and west faces of the building. This building has accessible parking less than 100 feet from the main entrance at the Plaza of the Americas. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but do meet code for manual use. This is a multi-storey building with the upper levels accessible via an elevator located in the lobby. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. Accessible restrooms are in the lobby.

University Police Department, Bldg. #21, Museum Road

Exterior Access: The main entrance to this building is accessible. There is one accessible parking space adjacent to the main entrance in the UPD parking area. Routes to this accessible entrance meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Upper levels in this building are not accessible despite recent renovation. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. The water fountains do not meet codes. The fire alarms have flashing lights and have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible.

UPD Annex, Bldg. #51, UPD Area

Exterior Access: This building has an accessible entrance on the west side of the building facing the UPD parking lot. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a two storey building with a basement. Only the ground level floor is accessible. Interior doors meet code in with and pull specifications. Interior halls and aisles are unobstructed. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. There are no accessible restrooms on the ground floor.

Van Fleet Hall, ROTC, Bldg. #23, Stadium Road

This is a two storey building that is not accessible. The ground floor could be made accessible by constructing an interior 3 ft. by 36. ft ramp at the southwest foyer. Second floor accessibility would require the construction of an elevator.

Vegetable Crops, Bldg. #710, IFAS Area

Exterior Access: This building has an accessible entrance on the southeast end of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains meet codes.

The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. The unisex restroom in this building, located inside the entrance door, is accessible but could be improved by lowering the mirror and adding a rail on the wall at the rear of the toilet.

Veterinary Sciences Offices and Labs, Bldg., #177. Vet. Science Area
Exterior Access: This building has accessible entrances on the north, east and west ends of the building but it does not have accessible parking nearby. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a two storey building with an inaccessible second floor. Interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The restrooms in this building are not accessible but could be modified. (The women's restroom is on the second floor.) Use restrooms in the department for infectious diseases building.

Walker Hall, Bldg. #3
Exterior Access: This building has an accessible entrance on the southwest corner of the building. This building has accessible parking spaces nearby in the southwest corner of Little Hall Lot. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Walker Hall is a multi-storey building with the upper floors accessible via an elevator located in the southwest corner of the building near the entrance ramp. The elevator does not have chimes for visually impaired consumers. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do not have flashing lights and do not have alarm boxes below 60 inches above floor level. Accessible restrooms are: Men's: 352; Women's: 200. Restrooms do not have logos on doors. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Weil Hall, Bldg. #24

Exterior Access: This older, multi-storey building has an accessible entrance at the southeast corner of the building off the parking area between Weil and Weimer Halls. This building has accessible parking in this same parking area. An additional curb cut is needed to shorten the distance from the accessible spaces to the entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated but meet code for manual use. The upper floors are accessible via an elevator at the accessible entrance to the building. The elevator does not have chimes for visually impaired consumers. Interior doors meet code specifications for width and opening pull specifications Interior halls and aisles are partially obstructed by equipment. Water fountains do not meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. Accessible restrooms are in Reed Laboratory which is interconnected to Weil Hall. The restrooms are on the third and fourth floors of Reed Lab. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Weimer Hall, Bldg. #30, College of Journalism and Communications

Exterior Access: This modern, multi-storey building has accessible entrances from the Union Green as well as Stadium Road. Accessible parking is in the parking lot which is shared with Weil Hall. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.

Interior Access: Entrance doors are not electrically operated and may not meet code for manual use depending on weather. The upper floors are accessible via an elevator near the northwest and southwest entrances to the ground floor lobby. Interior doors meet code specifications for width and for opening pull. Interior halls and aisles are unobstructed. Water fountains do meet codes. The fire alarms do have flashing lights but have alarm boxes below 60 inches above floor level. Accessible restrooms are on each floor throughout the building. Persons using power wheelchairs may experience limited floor space in toilet stalls.

Williamson Hall, Bldg. #100, Physics Department

Exterior Access: This building has an accessible entrance on the west face via a ramp. This building has accessible parking more than 400 feet from the accessible. Routes to accessible entrances meet code

with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a multi-storey building with the upper floors accessible via a freight elevator located at the rear of the building. Freight elevators require a key to operate and do not meet access codes. Persons with limited upper body limitations will require assistance using freight elevators. Interior doors meet code in width but some do not meet pull specifications. Interior halls and aisles have equipment stored on all floors. Water fountains do meet codes. The fire alarms do not have flashing lights but have alarm boxes below 60 inches above floor level. **There are no accessible restrooms in this building.** The nearest accessible restrooms are in Weimer Hall or in the Hub.

Women's Gym, Bldg. #14
Exterior Access: This building has an accessible entrance on the northeast corner of the building. Accessible parking is on the north side of the building. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. This is a two storey building but the **second floor is not accessible.** Interior doors meet code in with and pull specifications. Interior halls and aisles are unobstructed with the exception of equipment stored in halls. Water fountains do not meet codes. The fire alarms do not have flashing lights but do have alarm boxes below 60 inches above floor level. The nearest accessible restrooms are across the street at "Albert and Alberta's" cafeteria.

Work Management Center, Bldg. #701, Physical Plant Area
Exterior Access: This building has an accessible entrance in the front of the building. This building has one accessible parking space about 150 feet from the entrance. Routes to accessible entrances meet code with the exception of tactile warnings for visually impaired consumers.
Interior Access: Entrance doors are not electrically operated but meet code for manual use. Most interior doors meet code in width and pull specifications. Interior halls and aisles are unobstructed. Water fountains do not meet codes. The fire alarms do have flashing lights and have alarm boxes below 60 inches above floor level. Men's and Women's restrooms are located to the left of the entrance

Restrooms do not have logos on doors. Both restrooms require handrails in toilet stalls.

The following areas need handrails and appropriate signs to bring the restrooms into compliance with accepted standards.

Buildings with Accessible Bathrooms But Need Additional Handrails

Anesthesiology Annex	Business Services	CAD / CAM
Carlton Auditorium	Department of Pediatrics	IFAS Editorial Office
IFAS Facilities Operation Shops	IFAS Facilities Operation	Johnson Hall Annex
Methane Fermentation Labs	McCarty "C"	Microfabritech
Office of Conference Institutes	Parking Decal Office	Pharmacy Annex
Percy Beard Track	Psychology Building	Rhines Hall
Vegetable Crops	Work Management	

Buildings With Accessible Bathrooms But Need Logos On Doors

Agricultural Engineering Machine Shop	Anesthesiology Annex	Architecture Building
Bartram-Carr Hall	Brouton-Geer Hall	Business Administration
BuildingBusiness Services	CENTREX / UPD	Department of Pediatrics
BuildingFifield Hall	Florida State Museum	Grinter Hall
IFAS Facilities Operation Shops	Information Services	J. Wayne Reitz Union
Microfabritech	McCarty "C" (women's restroom)	Music Building
Norman Addition	Ornamental Horticulture Lab / Fifield Greenhouse Complex	
Perry Field	Parking Fines and Appeals Building	
Percy Beard Track	Plant Cell and Molecular Biology	Plant Growth Unit
Psychology Building	Student Traffic Court	The Hub
Tigert Hall	UF Foundations Inc.	Walker Hall
Work Management Center		

FLORIDA RELAY SERVICE/TELEPHONE DEVICES FOR THE DEAF

Campus Directory
Southeast T.D.D. Directory
T.D.D. Listing Request Forms
List of Communication Resources
F.R.S. Announcement
M.C.I. Services for the Hearing Impaired
F.R.S. Information
Vocal Eyes Pamphlet
Students with Disabilities Pamphlet
S.U.S. Resource Guide
Student Guide
Memo: Florida Council for the Hearing Impaired


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UNIVERSITY OF FLORIDA

Student/Faculty/Staff & Shands 1992-1993 Directory

UNIVERSITY OF FLORIDA INSTRUCTIONAL DUCTION

EMERGENCY CONTACTS

POLICE - MEDICAL - FIRE 911

CAMPUS MEDICAL SERVICES

Shands Emergency Room

CRISIS & SUICIDE INTERVENTION CNTR

OTHER CAMPUS SERVICES

Police

SNAP (see below)

Blue Lights (see below)

SNAP (Student Nighttime Auxiliary Patrol), an on-campus security service, provides free door-to-door assistance. SNAP also provides escorts to meet you at your car or at a campus bus stop, to accompany you to your destination. Call SNAP and ask for an escort to meet you. SNAP hours of operation are:

Fall & Spring Semesters

8:30pm to 1:30am Sunday thru Thursday

8:30pm to 3:30am Friday and Saturday

Summer Semesters

8:30pm to 1:30am Nightly

BLUE LIGHTS

70 Emergency telephones are located on the UF campus. Each phone is connected directly with the University Police Department. When the caller lifts the receiver, he or she is in immediate contact with police. These phones are for emergency use only. They are located throughout the campus and in each of the parking garages.

EMERGENCY SERVICE-MAINTENANCE

24 Hours Daily, Weekends & Holidays

Maintenance Emergency (University Physical Plant Division)

(24 hours)

Maintenance Emergency (J. Hillis Miller Health Center)

(24 hours)

Maintenance Emergency (Shands)

(24 hours) 395-0059

Maintenance Emergency

392-5855

392-2495

392-1111

Basic

PROCEDURES FOR REPORTING EMERGENCIES ON CAMPUS OR OFF CAMPUS

All phones, both on and off campus (and including pay phones), may be used free of charge. While on campus, some phone systems might require you to dial [illegible] when calling for assistance. To do this, simply:

1) Clearly identify yourself.

2) State where you are calling from.

3) State briefly the nature of your call.

If possible, the caller should stay on the line until [illegible] the dispatcher.

DIRECTORY ASSISTANCE

DIRECTORY ASSISTANCE

MAIN UNIVERSITY NUMBER

MAIN HEALTH CENTER NUMBER

MAIN SHANDS NUMBER

STUDENT LOCATOR

Peabody Information

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FREQUENTLY CALLED NUMBERS

Admissions

Financial Aid

Housing Office

Admissions (Off-Campus)

Patient Information

Public Relations

Social Services

Library Information

Library West Circulation

Library East Circulation

Library Hours

Information/Reference

Student Locator

Peabody Info. Desk

Telephone Assistance

From off campus

From on campus

BEST COPY AVAILABLE

TELEPHONE TROUBLE

Repair problems should be reported directly to the following numbers:

392-1121 EQUIPMENT problems with phones (including key system problems such as lights, hold buttons, intercom inoperative).

1-800-423-9929 Southern Bell NETWORK problems (static, no dial tone, Centrex features such as transfer inoperative). Do NOT call this number for any equipment problems.

1-800-342-8222 SUNCOM network problems.

392-2161 Problems with resident phones (334-) on campus.

395-0059 Telephone trouble for Shands.

UNIVERSITY OPERATOR ASSISTANCE

Dial 0 or 392-3261. Operators will not place long distance calls. You must dial direct from a nonrestricted number.

HEALTH SCIENCE CENTER AND SHANDS OPERATOR ASSISTANCE

From within Shands, dial "0".
All other locations, dial 395-0111 (or 5 + 5 + 0111 from campus).

OFF CAMPUS OPERATOR ASSISTANCE

1) Dial 9, then 0.
2) If your phone is restricted from long distance dialing, you may still be able to reach the outside operators to place calling card calls, third number billed and collect calls. Refer to long distance calls and information calls.

TELEPHONE ORDERS/BILLING

Call the Physical Plant Telecommunications Office at 392-1146 for assistance with placing a telephone order and call 392-8353 for assistance with a telephone installation. Call the Physical Plant Accounting Office at 392-1151 for assistance with telephone billing.

DIALING INSTRUCTIONS

ON CAMPUS CALLS

1) From a 392 number to a 392 number number: dial the last 5 digits of the listed Centrex number (exclude "39" and include "2". From 392 to 395 Shands number, dial 5 + 5 and last 4 digits.
2) From 392 number to a 334 residence hall number: Dial 4 and the last 4 digits.
3) From a 334 residence hall number to another 334 number: Dial the last 4 digits of the number (exclude "39" and include "4" of the prefix).
4) From a 334 residence hall number to a 392 number: Dial 2 and the last 4 digits.
5) To call Shands Extensions from the UF Campus/Health Science Center, dial "5 + 5 + the extension."
6) To use Shands Digital Paging from the UF Campus/Health Science Center, dial "5 + 33 + pager number + 7 + phone number."
7) To call a Shands/Health Science Center Operator from the UF Campus/Health Science Center, dial "5 + 0."

OFF CAMPUS LOCAL CALLS

1) From a 392 number: Dial 9, then dial the complete 7-digit number.
2) From a 334 residence hall number to any local area: Dial 9, then the complete 7-digit local number.
Local calls include calls to Alachua, Archer, Brooker, Hawthorne, Gainesville, Melrose, Micanopy, Newberry and Waldo.

LONG DISTANCE CALLS

1) Station-to-station calls (dialing direct): On unrestricted lines dial 9, 1 Area Code, 7-digit number.
2) Person-to-person, collect and credit card calls (operator assisted): Dial 9, then dial 0 (operator) and continue to dial the number you are calling. (Use area codes on all calls including the 904 area). The operator will come on the line after dialing is completed.
Person-to-person: give the name of the person you are calling.
Collect Call: Say "collect" and give your name.
Credit Card call: Say "credit card" and give your credit card number(s) tell the operator you want to bill the call to another number and give that number. If you reach a wrong number, get cut off, or get a poor connection, depress the switchhook briefly and the operator will assist you. Do not hang up and redial.
3) Calls to Canada, Alaska and Hawaii may be dialed direct from nonrestricted numbers. Dial 9, then 1 plus area code and 7-digit number. These areas cannot be reached from restricted numbers.
4) Long distance for residence halls from 334 numbers should be as follows: Long distance using MCI Service (area code 904) - dial 7-904-7-digit number, authorization code, followed by #. Long distance using MCI Service (area code other than 904) - dial 7, area code, 7-digit number, authorization code followed by #. Non-MCI Service

FLORIDA RELAY SERVICE - V/TDD

The deaf, deaf-blind, hard of hearing and speech impaired will be able to make telephone contact with anyone as of June 1, 1992 by dialing 1-800-955-8771 (TDD) or 1-800-955-8770 (VOICE) from any phone with a Telecommunications Device for the Deaf. Your call is answered by a Communication Assistant (CA) at the FRS Center in Miami and relayed to the hearing person you wish to reach. The CA explains to him or her how the system works. The hearing person you have called speaks to you through the CA. Each word is then typed to you by the CA, you read the message and type your response on the TDD. Your TDD response is relayed by the CA who speaks to the hearing person who you called. There is no charge for this service, except on long distance calls. This service is available 24 hours a day, 365 days a year. THIS SERVICE SHOULD NO BE USED IN AN EMERGENCY. INSTEAD DIAL 911. Hearing persons can reach the deaf, deaf-blind, hard of hearing and speech impaired simply by dialing the FRS Center at 1-800-955-8770 (VOICE).

SUNCOM CALLS

Refer to SUNCOM User Instructions.

INFORMATION CALLS

1) Dial 9, then 1, the area code (including 904) and 555-1212.
2) In some cases, if your phone is restricted from long distance calling you can still call long distance information. Check with your department or the Telecommunications office for the type of restriction assigned to your phone.

TOLL FREE CALLS

1) Dial 9, then dial 1-800 and the desired 7-digit number.
2) If your phone is restricted from long distance calling you can still call toll free numbers. Dial 9, then 0, 800 and the 7-digit number.

SUNCOM USER INSTRUCTIONS

Long distance calls anywhere within the 48 contiguous states may be placed on the SUNCOM network. SUNCOM uses a different 3-digit prefix than that assigned to local telephone systems. The 4-digit station number remains the same. For example, UF Centrex prefix 392 become 622 for the SUNCOM network. A distant party wishing to dial the UF Centrex number 392-1111 would dial 622-1111.

The nine State University System SUNCOM prefixes are:

Florida A & M University	286
Florida Atlantic University	238
Florida International University	441
Florida State University	284
University of Central Florida	345
University of Florida	622
Shands Hospital	662
University of North Florida	861
University of South Florida	574
University of West Florida	680

You access SUNCOM by dialing "8" + [illegible]

SUNCOM DIRECTORY ASSISTANCE

8 + 278-1234

NETWORK CALLS (the party you are calling has a SUNCOM Number) To call another SUNCOM location, refer to the SUNCOM Directory or, if known, add the SUNCOM 3-digit prefix to the 4-digit station number. Then:
Listen for the dial tone.
Dial access code "8".
Dial the 7-digit SUNCOM number.

OFF NETWORK CALLS (the party you are calling does not have a SUNCOM number)
Out-of-state and intrastate locations NOT on SUNCOM can be reached via SUNCOM Fax Wats to place a call:
Listen for the dial tone.
Dial access code "8".
Dial the 10-digit off-net number consisting of Area Code, 3-digit prefix, and 4-digit station number). If you are dialing to a location within the same area you must still include Area Code 904.

LEAVE MESSAGE

If your party is not available always leave word that you called and either:
Call back later, or
Leave your name, location, and your complete SUNCOM number.
Leave your normal telephone number if the return call is to be made from an off-net station.

WHEN NOT TO USE SUNCOM

You should not use SUNCOM
Access local numbers
To call toll free numbers (800

REPORTING SUNCOM NETWORK TROUBLE

Report the trouble directly to 1-800-342-8222.
Give the attendant your SUNCOM number and location.
Give the SUNCOM number you called and its location.
Give the time and date the trouble occurred.
Give your name
Give a brief description of the problem, such as: Can't hear, can't be heard, cut off,

Quality Control Coord.,
Rodtee Ritter, S103A 392-1275
Systems Manager
Anthony Gordon, P110C 392-1275
Training & Outreach Coord.,
Robert Lynn, P109A 392-1275
Financial Aid Counselors 392-1275
Every student who applies for or receives financial aid at UF is assigned an individual financial aid counselor. Counselors are assigned to students according to the last two digits of their social security numbers as follows:
00-24 Mark Johnson
25-49 Svend Wilbekin
50-74 Richard Brauning
75-99 Marti Theroux
Data Processing 392-1291
Loans 392-1210
Pell Grant 392-1275
Student Employment Mgr.
Ruth Strawder, S103J 392-0296

STUDENT HEALTH CARE CENTER (SHCC)
Director, Boyd Kellett, M.D.
Infirmary Building
(see complete listing under Health Science Center, Student Health Service page 39)

STUDENT HOUSING
Housing Office
S.W. 13th St. and Museum Rd. 392-2161
Director of Housing
James C. Grimm 392-2161
Assoc. Director of Housing
Jack Worley 392-2161
Asst. Director for Business Services
Denise Tanner 392-2161
Asst. Director for Staff & Student Dev.
Norbert Dunkel 392-2161
Asst. Dir. for Information & Communication
Sharon Blansett 392-2161
Asst. Dir. for Admin. Affairs
Terry MacDonald 392-2161
Staff and Student Development Specialist
Ross Papish 392-2161
Beaty Towers/Jennings
Steve Logan, Asst. Director 392-6018
Beaty Towers
Tracey Reeves, Res. Director 392-6111
Broward/Rawlings/Yulee
Meaghan Brune, Asst. Director 392-6051
Broward Hall
Melissa Thompson, Res. Director 392-6051
Graham/Hume/Yulee
Vickie Williams, Asst. Director 392-6024
Hume Hall
Kristina Hannum, Res. Director 392-9091
Murphree Area
Pam Walter, Asst. Director 392-6091
Tolbert Area
Branan Woodham, Asst. Director 392-6031
Superintendent Custodial Services
W. J. Mobley 392-2161
Superintendent Maintenance Services
Marvin Feagle 392-2161
System Coordinator
Dale Ames 392-2161
Labor Relations Representative
Denise Bogart-Caballero 392-6663
Personnel/Payroll & Office Equipment
Ann Lowe 392-2161
Student Assignments
Carolyn Crenshaw 392-2161
Student Accounts; Cathy Williams 392-2161
Off Campus Housing Section 392-2161
Conference Housing & Swimming Pools
Bill Hahn 392-2161
Asst. Dir. for Village Comm.
Dug Jones 392-2161
Coordinator of Village Communities
Development, Rena Buchan 392-2161
Officer Mgr., Lucy Stevens 392-2161
Corry Village Resident Mgr. 392-6067
Diamond Village Resident Mgr. 392-6062
Schucht Village Resident Mgr. 392-6070
5 Maguire & Univ. Village Sr. ...
esident Mgr. 392-5997
nglewood Village
esident Mgr. 392-6114
UNIVERSITY COUNSELING CENTER
(Refer to complete listing under Counseling Center)

S (cont.)

STUDENT INJURY CARE CENTER
C. Stopka., 116 FLG 392-7315
STUDENT LEGAL SERVICES
368 J. Wayne Reitz Union 392-2196
STUDENT RECREATION & FITNESS CENTER
Dir., David Bowles
102 SRFC 392-3461
Raquet Court Reservations 392-4110
STUDENT UNION
Reitz Union) JWRU 392-1649
STUDY OF THE COMMUNICATION PROCESSES, INSTITUTE FOR ADVANCED
63 ASB 392-2046
Dir., W. Brown, 63 ASB 392-2046
Assoc. Dir. D. Teas, 38 ASB 392-2046
STUDY OF SOUTHEASTERN INDIANS
Dir., Samuel Proctor
126 FSM 392-1721
STUDY SKILLS (see Teaching Center)
SURGERY
Chair, E. M. Copeland
Box 100286 HSC 395-0630
SWAHILI
470 GRI 392-2422
SWEDISH
263 DAU 392-2101

T

TEACHING CENTER
S. W. Broward Hall 392-2010
TEACHING HOSPITAL & CLINICS (SHANDS) 395-0111
TECHNICAL PRODUCTION
Spinal Tech
Dave Bountree, 330 JWRU 392-1655
TECHNICAL SERVICES (See Event & Tech. Svc.)
TESTING AND EVALUATION (Instructional Resources)
1012 TUR 392-0371
TELECOMMUNICATION, DEPT. OF
(See COLLEGE OF JOURNALISM & ...)
COMMUNICATIONS
Chair, G. P. Smith
2104 Weimer 392-0463
TELEPHONE PLANNING & BILLING 392-1146
TELEVISION STATION, WUFT
1200 Weimer Hall 392-5551
TELEVISION STATION 10 UF
2128 Weimer Hall
THEATRE: CONSTANS
(Box Office) 392-1653
THEATRE DEPT.
Chair, Judith Williamson
Asst. FEDEX 392-2038
THOMAS HALL 392-6091
TOLBERT HALL 392-6031
TOWERS RESIDENCE HALLS 392-6111
TRANSPORTATION RESEARCH CENTER
Dir., C.E. Wallace
512 Weil 392-2371
TREEO CENTER 392-9570
Suncom Number 622-9570
FAX 392-6910
Florida Center for Solid & Hazardous 392-6264
West Management (FCSHWM)
Suncom Number 622-6264
FAX 392-6910
Florida Recycling Market 392-6269
Suncom Number 622-6264
FAX 392-6910
Electronic Bulletin Board 800-348-1239
Distance Education 392-8004
Suncom Number 622-8004
FAX 392-6910
TROPICAL AGRICULTURE CENTER

TROPICAL ANIMAL HEALTH, CENTER FOR
Michael Burridge, Box J-137
JHMHC 392-1841
TROPICAL CONSERVATION & DEVELOPMENT PROGRAM (TCD)
Director, Steven E. Sanderson
304 Grinter 392-6548
TROPICAL & SUBTROPICAL ARCHITECTURE, PLANNING & CONSTRUCTION (TROPARC)
Acting Dir., Richard H. Schneider
331 ARCH 392-4836
TRUSLER HALL 392-6021
TUTORING (see Teaching Center)

U

UF ALUMNI ASSOC., INC.
2012 W. Univ. Ave. 392-1691
UF BRAIN INSTITUTE 392-0490
UF FOUNDATION INC.
2012 W. Univ. Ave. 392-1691
UF ID CARD
Manager, A.C. "Lyn" White
205 Reitz Union 392-UFID
UF MARINE LABORATORY
Dir., Frank Maturo
313 CRR 392-1097/392-1102
UFNET
Director, Sonny Johnson
507 CSE 392-2581
UNITED FACULTY OF FLA.
109 PEA 392-0274
UNIVERSITY ACTIVITIES CALENDAR
330 JWRU 392-1655
UNIVERSITY AUDITORIUM 392-2346
UNIVERSITY BOOKSTORES 392-0194
UNIVERSITY BOX OFFICE 392-1653
UNIVERSITY COMMITTEES (See COMMITTEES & BOARDS; UNIVERSITY)
UNIVERSITY COUNSELING CENTER
Dir., James Archer, 311 LIT 392-1575
Women's Counseling Service,
311 LIT 392-1575
Peer Counselor, Walk-in
Counseling Service 392-1575
UNIVERSITY DIGEST
L. Gray, 355 TIG 392-0186
UNIVERSITY GALLERY
Dir., Karen Valdes
102 FAB 392-0201
UNIVERSITY PERSONNEL SERVICES (see PERSONNEL SERVICES)
UNIVERSITY PRESIDENT
John V. Lombardi, 226 TIG 392-1311
2151 W. Univ. Ave. 392-6541
UNIVERSITY PRESSES OF FLORIDA
15 N.W. 15th St.
Director, George C. Bedell
Marketing/Sales Department 392-1351
Editorial Department 392-1351
Production Department 392-1351
Accounting Department 392-1351
UNIVERSITY RELATIONS
J. Battenfield, IV
236 TIG 392-1311
UNIVERSITY UPDATE (Radio)
Linda Gray 392-0186
UNIVERSITY VETERINARIAN
182 GRI 392-9917
UNIVERSITY WOMEN'S CLUB
2300 S.W. 2nd Avenue 392-0378
UNIVERSITY OF FLORIDA CLINIC (Outpatient)
(See listings under Health Science Center)
UNIVERSITY OF FLORIDA PRESS
408 W. University Ave., Suite 102
Dir., Phillip L. Martin
(Please refer to University of Florida Presses number ..... 392-1351)
UNIVERSITY OF FLORIDA RESEARCH FOUNDATION, INC.

OFFICE DIRECTORY

Southern Bell
A BELLSOUTH Company

Florida
Georgia
North Carolina
South Carolina
1991

TDD DIRECTORY



FLORIDA SCHOOLS

University of Florida
Department of Special Education
Gainesville, FL 32611 904-392-0701

Valencia Community College

East Campus
701 N. Econlockhatchee Trail
Orlando, FL 32825.....(TDD Only) 407-277-0238

West Campus
1800 S. Kirkman Road
Orlando, FL 32811.....(TDD Only) 407-298-7032

New Listing _____ Change in Listing _____ Delete Listing _____

SOUTHERN BELL TDD DIRECTORY LISTING REQUEST

Please type or print clearly your listing as you would like for it to appear in the next TDD Directory

NAME: University of Florida Student Services

*ADDRESS: 205 Peabody Hall

CITY/STATE: Gainesville Florida ZIP 32611

AREA CODE/TELEPHONE NUMBER _____ (V/T) TDD only (circle one)

*( ) Please list only my name and number, not address

( ) Please do not list my name or number in the TDD Directory. Just send me a copy of the directory at the above address.

This telephone number is a (check one)

_____ Residence	_____ Medical	X Governmental Organization	
_____ Business	X School	City	County
_____ Church	_____ Agency/Social Services	(State)	Federal

New Listing _____ Change in Listing _____ Delete Listing _____

SOUTHERN BELL TDD DIRECTORY LISTING REQUEST

Please type or print clearly your listing as you would like for it to appear in the next TDD Directory.

NAME: _____

*ADDRESS: _____

CITY/STATE: _____ ZIP _____

AREA CODE/TELEPHONE NUMBER _____ (V/T TDD only) (circle one)

*( ) Please list only my name and number, not address

( ) Please do **not** list my name or number in the TDD Directory. Just send me a copy of the directory at the above address.

This telephone number is a (check one)

_____ Residence	_____ Medical	_____ Governmental Organization	
_____ Business	_____ School	City	County
_____ Church	_____ Agency/Social Services	State	Federal

New Listing _____ Change in Listing _____ Delete Listing _____

SOUTHERN BELL TDD DIRECTORY LISTING REQUEST

Please type or print clearly your listing as you would like for it to appear in the next TDD Directory. University of Florida

NAME: Shands Teaching Hospital —

*~~ADDRESS~~: Social Services

CITY/STATE: Gainesville FL ZIP 32611

AREA CODE/TELEPHONE NUMBER 904-338-9503 (V/T) TDD only) (circle one)

*(X) Please list only my name and number, not address

( ) Please do **not** list my name or number in the TDD Directory. Just send me a copy of the directory at the above address.

This telephone number is a (check one)

_____ Residence	X Medical	X Governmental Organization
_____ Business	_____ School	City County
_____ Church	_____ Agency/Social Services	(State) Federal

New Listing X Change in Listing _____ Delete Listing _____

SOUTHERN BELL TDD DIRECTORY LISTING REQUEST

Please type or print clearly your listing as you would like for it to appear in the next TDD Directory.

NAME: University of Florida Police Department

*ADDRESS: _____

CITY/STATE: Gainesville FL ZIP 32611

AREA CODE/TELEPHONE NUMBER 904-392-~~1111~~ (V/T) TDD only) (circle one)

*(X) Please list only my name and number, not address

( ) Please do **not** list my name or number in the TDD Directory. Just send me a copy of the directory at the above address.

This telephone number is a (check one)

_____ Residence	_____ Medical	X Governmental Organization
_____ Business	X School	City County
_____ Church	_____ Agency/Social Services	(State) Federal

New Listing _____ Change in Listing _____ Delete Listing _____

SOUTHERN BELL TDD DIRECTORY LISTING REQUEST

Please type or print clearly your listing as you would like for it to appear in the next TDD Directory.

NAME: _____

*ADDRESS: _____

CITY/STATE: _____ ZIP _____

AREA CODE/TELEPHONE NUMBER _____ (V/T TDD only)
(circle one)

*( ) Please list only my name and number, not address

( ) Please do **not** list my name or number in the TDD Directory. Just send me a copy of the directory at the above address.

This telephone number is a (check one)

_____ Residence	_____ Medical	_____ Governmental Organization	
_____ Business	_____ School	City	County
_____ Church	_____ Agency/Social Services	State	Federal

New Listing _____ Change in Listing _____ Delete Listing _____

SOUTHERN BELL TDD DIRECTORY LISTING REQUEST

Please type or print clearly your listing as you would like for it to appear in the next TD Directory.

NAME: _____

*ADDRESS: _____

CITY/STATE: _____ ZIP _____

AREA CODE/TELEPHONE NUMBER _____ (V/T TDD only
(circle one)

*( ) Please list only my name and number, not address

( ) Please do **not** list my name or number in the TDD Directory. Just send me a copy of the directory at the above address.

This telephone number is a (check one)

_____ Residence	_____ Medical	_____ Governmental Organizatio	
_____ Business	_____ School	City	County
_____ Church	_____ Agency/Social Services	State	Federal

FLORIDA COUNCIL FOR THE HEARING IMPAIRED

Florida Council for the Hearing Impaired (FCHI) oversees services to persons who are hearing impaired in Florida. FCHI responds to requests for information and referral, and may assist persons having difficulty accessing appropriate services from a State agency.

FLORIDA TELECOMMUNICATIONS RELAY, INC.

Florida Telecommunications Relay, Inc. (FTR), administers the telecommunications devices distribution program formerly administered by FCHI. TDDs, Tdds for persons with dual sensory impairments, amplified telephones, and ring signalers are available to any Florida resident who is hearing impaired or speech impaired. For an information and application packet, call 1-800-222-3448.

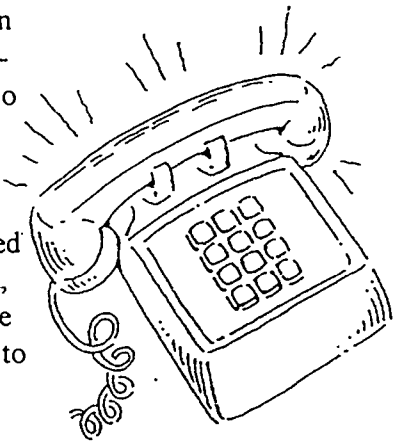
FLORIDA RELAY SERVICE

Florida Relay Service provides telephone translation between persons using TDDs and persons who do not use TDDs. TDD access: 1-800-955-8771; Voice access: 1-800-955-8770; for more information, Customer Assistance 1-800-955-8013 (V/TDD).

New Phone Service Aids the Hearing-Impaired

Hearing and speech-impaired individuals can now make regular telephone contact with anyone as of June 1, 1992 due to the opening of the Florida Relay Service. FRS, based in Miami and provided by MCI Telecommunications Corporation, links customers through a regular telephone, a communication assistant and a Telecommunications Device for the Deaf (TDD).

The hearing user of FRS calls the communication assistant at the service who relays the message to the hearing-impaired user by sending a visual, word-for-word message on the TDD. In reverse, the hearing-impaired user types a message into the TDD and the communication assistant relays the message verbally to the hearing user.



If you are hearing-impaired and want to call a hearing person, dial 1-800-955-8771 and have the desired telephone number ready to give to the communication assistant. If you are a hearing person wishing to contact someone who is hearing-impaired, dial 1-800-955-8770. Calls from TDD-to-TDD may be handled directly without the communication assistant.

There is no charge for the Florida Relay Service except on long-distance calls, and these calls are given discounted rates. There is a 50% discount for calls within Florida. Other discounts apply for interstate calls. Evening rates apply for day calls and night/weekend rates apply for evening calls. The Florida Relay Service is available 24 hours a day, 365 days of the year. Currently, Florida Telecommunications Relay Inc., a nonprofit organization, provides TDD's to Florida residents at no charge. Requestors, however, must submit to a test by an audiologist to determine that they are hearing-impaired. To obtain information about acquiring a TDD, call 1-800-222-3348.

The Florida Relay Service is an alternative method for state government offices in their compliance with the federal Americans with Disabilities Act. Offices that previously installed text telephones for the hearing impaired can now use FRS for the same purpose.

To find out more, dial **1-800-955-8013.**

ALSO FROM TELECOMMUNICATIONS... **In an earlier issue of Shop Talk all University departments were alerted about the upcoming changes in long-distance dialing. This is a reminder for those who did not see the article or have forgotten the procedures. <u>On October 4, 1992, 10-digit dialing will be MANDATORY</u>. Even if you are dialing within the 904 area code, you must dial the area code (ex. 0/1 + 904 + XXX-XXXX).**

Departments' automatic dialers, remote call forwarding, speed calling or PBX automatic dialing equipment will be affected. <u>Telephone numbers for automatic dialing must be reprogrammed</u>.

Shop Talk is printed on a recyclable paper product by the Physical Plant Division, University of Florida.
Director – Robert D. Cremer, Jr. Education and Training Specialist – Sara Lynn McCrea
Editor – Tiffani G. Lee

MCI Telecommunications
Corporation
Southern Division
Government Sales
4th Floor
100 S 4th Street
St Louis, MO 63102
314 342 8100
800 688 9439

April 6, 1992

Dear Friends:

I would like to take this opportunity to introduce myself as the MCI Program Manager of the newly formed Florida Relay Service. I will be administering all business activities of this facility for MCI Telecommunications Corporation, in partnership with our subcontractor, D.E.A.F., Inc. D.E.A.F., a non-profit organization, will be responsible for the day-to-day relay service operation and personnel. MCI has been awarded a three-year contract, with the opportunity for two one-year renewals by the Florida Public Service Commission to provide relay services in our state.

MCI aspires, for the Florida Relay Service located in the Southeast Financial Center in downtown Miami, to excel in providing the premier relay services in the nation. In addition, MCI is committed to its successful implementation on the target date of June 1, 1992.

On behalf of MCI and its partnership with D.E.A.F., I look forward to developing a mutual business association with your organization to promote the center and its services to deaf, hard of hearing, deaf-blind, speech impaired and hearing consumers statewide.

Due to on-going construction of this facility, I can be reached at these temporary telephone numbers: (904) 422-3911 (Voice), (904) 386-1283 (TDD).

Sincerely,

Cecil F. Bradley

Cecil F. Bradley
MCI Program Manager
Florida Relay Service

CFB:dj

KEEP IN TOUCH WITH FAMILY AND FRIENDS

The deaf, deaf-blind, hard of hearing and speech impaired will be able to make regular telephone contact with anyone as of June 1, 1992. That's when the new Florida Relay Service (FRS) Center will open in Miami.

A *toll-free* call to the Center is all it will take...

FLORIDA FRS SM
RELAY SERVICE

Punch out this wallet-size card to carry with you for fast, easy instructions on how to use FRS.

FLORIDA FRS SM
RELAY SERVICE

Florida Relay Service
200 South Biscayne Boulevard
Suite 600
Miami, Florida 33131

To make a call
1-800-955-8771 (TDD)
1-800-955-8770 (voice)

Customer Service
1-800-955-8013 (V, TDD)

MCI

YOUR
TO COM

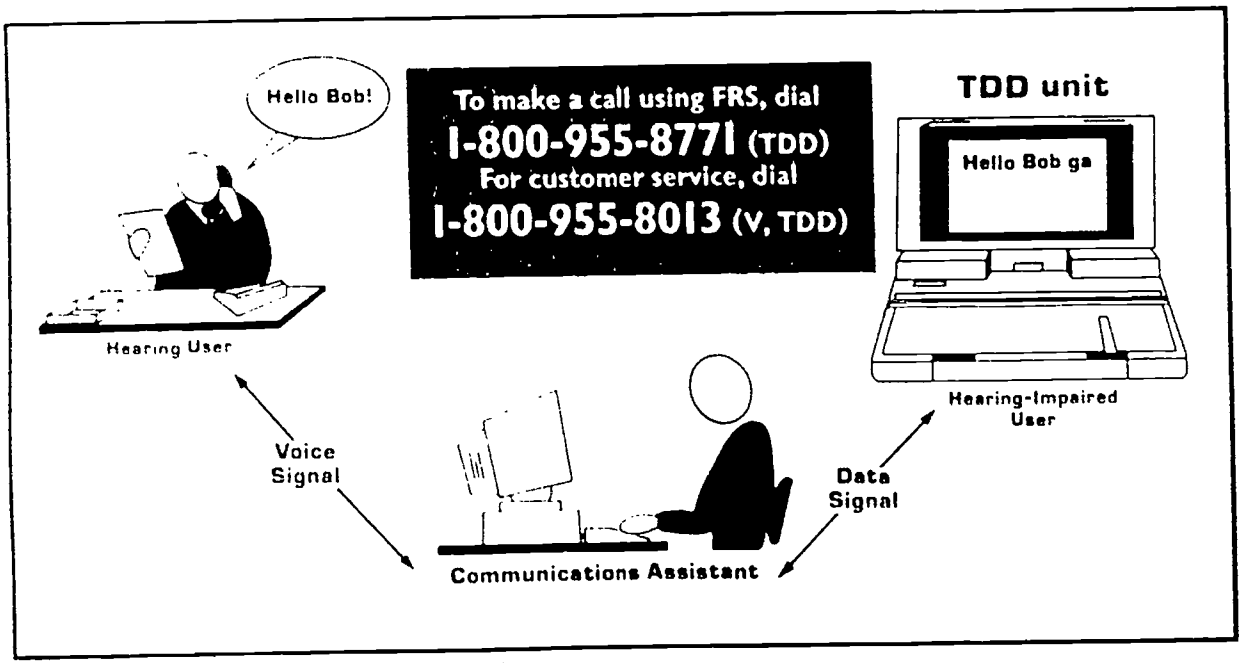
RELAY

the
and

EASY TO USE...RELIABLE...PRIVATE.

- To make a call through the Florida Relay Service you only need a regular telephone and a TDD - Telecommunications Device for the Deaf.
- Your call - whether local, long distance, international, collect, person-to-person, third party, or credit card — is answered by a Communication Assistant (CA) at the FRS Center in Miami.
- The CA calls the hearing person you wish to reach and explains to him or her how the system works.
- The hearing person you have called speaks to you through the CA.
- Each word is typed to you by the CA.
- You get a word-for-word message on your TDD. You read the message and you type your response on the TDD.
- Your TDD response is relayed by the CA who speaks to the hearing person who you called...and this conversation goes back and forth.
- The CA serves as a human telephone wire, confidentially and accurately relaying your words and your emotions where indicated and relays back the words and emotions of the person you have called together with any background noises.

* No record — paper or electronic — of any call is kept
** No (900) or (976) calls will be relayed



THINGS TO

- There is no char on long distance at tariffed disco
- The service is a 365 days a year
- The service sho emergency. Inst
- All relay users s ready to give to Assistants wher
- Hearing person blind, hard of h simply by dialin 1-800-955-877(
- There is no nee handle TDD-to TDD calls shou assistance.
- For informatio and other assis contact "Floric Relay Inc." at 1

To ma

1-800-9

1-800-

Have your number Assistant (CA), eit calling the FRS.

The CA will help y

Do not use this se

If you have a conce Service at 1-800-95

FLORIDA
FRS
RELAY SERVICE

Florida Relay Service
200 South Biscayne Boulevard
Suite 600
Miami, Florida 33131-2397
305/375-0163 (V/TDD)

May 4, 1992

Here are issues of the very first "FRS UPDATE", a monthly newsletter of the Florida Relay Service. The relay center is coming together quickly and we are eager to report to the deaf, hard of hearing and speech impaired community on the Center's progress as well as announce the recently established phone numbers that will access the center when it is operational on June 1, 1992.

We will send you additional information about the FRS as it becomes available.

If you would like to add an organization's or individual's name to the FRS mailing list please send that name and address to:

Cecil Bradley
Program Manager
Florida Relay Service
200 South Biscayne Boulevard
Suite 600
Miami, Florida 33131

If I can be of assistance please do not hesitate to call.

Sincerely,

Jane Lea Bayne

Jane Lea Bayne
Florida Relay Service Outreach Program
(404) 668-6224

FLORIDA FRS RELAY SERVICE

Update

May 1992 — A NEWSLETTER OF THE FLORIDA RELAY SERVICE — VOL. I NO. I.

200 South Biscayne Boulevard, Suite 600, Miami, Florida 33131
Phone: Administrative Only
305-375-0163 (V/TDD) Miami • 305-579-8644 (V/TDD) Miami • 904-386-1283 (TDD) Tallahassee • 904-422-3911 (V) Tallahassee

NEW PROGRAM MANAGER FOR FRS

Cecil F. Bradley has been actively working as Program Manager of the Florida Relay Service (FRS) since March 23, 1992. Mr. Bradley will be responsible for the oversight of administration of the FRS including contract management of D.E.A.F., a subcontractor on relay services, security and maintenance of the facility, FRS relationships with Public Service Commission (PSC) and Florida Telecommunications Relay at a temporary FRS office in Miami. Mr. Bradley is currently meeting with project leader, Jim Ahern, and team members to ensure successful implementation of the FRS on June 1, 1992. He will make every effort to return calls made to him, and your patience and understanding is appreciated.

POSITION OPENINGS AT THE FRS

Both the D.E.A.F., the subcontractor responsible for daily relay services, and MCI have a number of openings for the following positions:

D.E.A.F. Communication Assistants (on going), Relay Unit Manager, Shift Supervisor, Manager – Customer Service, Customer Service Representative, Human Resource Specialist, Communication Assistants, Administrative Assistant, Staff Assistant, and Financial Assistant. Projected date of hire: May. Submit letter of interest and resume to D.E.A.F., Florida Relay Service, 200 South Biscayne, Suite 400, Miami, Florida 33131.

MCI Community Relations Specialist, Staff Interpreter/ Assistant, Administrative Assistant, and Senior Secretary. Projected hire date: May. Submit letter of interest and resume to Cecil Bradley, MCI. Florida Relay Service, 200 Biscayne, Suite 600, Miami, Florida 33131.

Deaf and hard of hearing persons are strongly encouraged to apply. First hiring preference goes to residents of (1) the City of Miami, (2) State of Florida. and (3) out of state.

FRS CENTER PROGRESS

The construction of the FRS is completed. Carpet has been installed. The working cubes for Communication Assistants are being set up, along with the terminals. The link-up network for relay services are being completed. Media and information on the FRS are being readied for distribution.

The 100 Communication Assistants are now in training. They have received Deaf Culture presentations from key deaf leaders and are undergoing sessions on relay processing.

The Program Manager presented on relay services at Big Bend Association of the Deaf's Fourth Annual Bowling Classic for the Deaf in Tallahassee on April 18.

The Program Manager and Project Manager spoke at a public presentation sponspored by Tri-County SHHH at First Presbyterian Church in Port Charlotte on May 1. 1:30 p.m. - 3:00 p.m.

PHONE NUMBERS FOR FRS

1-800-955-8770 - Voice
1-800-955-8771 - TDD
(Reminder: These will not be operational until June 1, 1992.)

WATCH FOR ANNOUNCEMENTS
GET READY FOR THE BIG DAY — JUNE 1, 1992

Cut Along Dotted Line

If you would like to receive future issues of the FRS Update and special announcements directly to your home, please fill out the following coupon, detach and

MAIL TO:
Cecil Bradley
Program Manager
Florida Relay Service
200 South Biscayne, Suite 600
Miami, FL 33131-5310

☐ YES, *I want to have future issues of FRS Update and special announcements sent to my home address:*

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE (_____) _____
area code

BEST COPY AVAILABLE

FLORIDA FRS RELAY SERVICE

update

July, 1992 | A NEWSLETTER OF THE FLORIDA RELAY SERVICE | VOL. 1 NO. 2

200 South Biscayne Boulevard, Suite 600, Miami, Florida 33131
Phone: Administrative Only
305-579-8644 (V/TDD) Miami
Office Hours: 9:00 am to 5:00 pm Monday to Friday

FLORIDA RELAY SERVICE IN OPERATION

The Florida Relay Service began its operations on June 1, 1992 at 12:01 a.m. and has been handling thousands of calls since.

NEW MANAGER AND EMPLOYEES AT FLORIDA RELAY SERVICE

D.E.A.F. Staff:

Susan Watson — *Relay Service Manager*
Walter Berger — *Customer Service Manager*
Ernesto Freyre III — *Customer Service Representative*
Steven Feinsmith — *Communication Specialist*
Jose Granda — *Communication Specialist*
Robin Southwell — *Communication Specialist*
Francine Hintz — *Receptionist*

MCI Staff:

Dorothy Bermudez — *Administrative Assistant*
Nancy Rodriquez — *Senior Secretary*
David Killam — *Community Relations Specialist*

Let us congratulate and welcome these to the Florida Relay Service.

COMMENTS/COMPLIMENTS/ CONCERNS

If you have comments, compliments or concerns about your relay calls, please call our Customer Service: 1-800-955-8013 V/TDD. We will be happy to take your call and talk to you. Customer Service hours are 9:00 am to 5:00 pm, Monday to Friday.

THE FLORIDA RELAY SERVICE WILL WORK WITH DEAF SERVICE CENTERS

The FRS and Deaf Service Centers are working on a SPECIAL NEEDS project to help deaf persons who are unable to use TDD to call through the FRS. The plan is for such persons to go to their local Deaf Service Center where an assistant will be available to help the deaf persons make calls through the FRS. The assistant will type on the TDD for the deaf person and sign the message to the deaf person as well.

THANK YOU VOLUNTEERS

The staff of Florida Relay Service wants to thank the volunteers from the Florida Association of the Deaf and many others for helping with test calls to the Florida Relay Service during the last two weeks of May. The test calls have helped us identify problems and improve the skills of our Communication Assistants (CA) in training.

EVENTS/ACTIVITIES

F.A.D./MCI Joint Training — May 16th — training on the FRS for Test Calls.
The FRS Press Day — May 27th — interviews and presentations on the FRS Dade County Hearing Impaired Career Fair/Miami — May 27th — Customer Service Representative talked to students about the FRS
Grand Opening — May 28th — local and state dignitaries visited the FRS
Florida Council for the Hearing Impaired — May 29th — Program Manager presented on FRS to the members of this council
Public Service Commission Advisory Committee Meeting at the FRS — May 30 — met and discussed progress of the FRS
FRS Open House — May 30th — over 500 deaf, hard of hearing, speech-impaired, and deaf-blind visited the FRS center — popcorn and sodas
Deaf Service Bureau Carnival/Miami — June 6th — booth on the FRS
Deaf Jamboree/Ocala — June 6th — Program Manager presented on the FRS
Deaf Symposium Meeting — June 7th — Program Manager attended meeting
SHHH Meeting, Hollywood, FLA — June 11 — Program Manager attended
Post-Secondary Schools for Hearing Impaired Students workshop/ St. Petersburg — June 13 — presentation on the FRS

DO YOU NEED A TDD OR OTHER TELECOMMUNICATIONS DEVICES?

If you need a TDD, volume control, phone signaler, and/or other special telecommunications devices, please contact Florida Telecommunications Relay Incorporated (FTRI) at 1-800-222-3448 V/TDD to obtain an application form and information. Eligible persons may receive these devices at no cost.

Cut Along Dotted Line

FLORIDA RELAY SERVICE SURVEY

Name: _____
Phone Number: _____ ☐ Voice ☐ TDD
How do you like our Relay Service?
☐ Excellent ☐ Good ☐ Fair ☐ Poor
Comments or Suggestions: _____
_____
_____
_____

Please write down dates and times of any calls that you had unusual problems with our relay service. Please also say where you called from and to (cities or states). We thank you very much for your help.

Send this to:
Florida Relay Service — Customer Service Department
200 South Biscayne Blvd., Suite 600, Miami, FL 33131
Call: 1-800-955-8013, Fax: 305-372-7200

☐ YES, I want to have future issues of FRS Update and special announcements sent to my home address.

NAME _____
ADDRESS _____
CITY _____ STATE _____ ZIP _____
PHONE (area code) _____

If you would like to receive future issues of the FRS Update and special announcements directly to your home, please fill out the coupon, detach and mail to:
Cecil Bradley, Program Manager
Florida Relay Service
200 South Biscayne Blvd., Suite 600, Miami, FL 33131

BEST COPY AVAILABLE

Florida Relay Service
200 South Biscayne, Suite 600
Miami, FL 33131

FLORIDA RELAY SERVICE

DO YOU KNOW THAT YOU CAN MAKE VOICE OR HEARING CARRYOVERS?

For some individuals who can speak but cannot hear, can use both the speakerphone and TDD in a special feature called VOICE Carryover. What you do is when you call the FRS, you inform the CA of your request for Voice Carry-over. The CA will let you speak directly to the other person by voice and the CA will type to you the voiced message from the other person.

For those who cannot speak but can hear well, can again use both the speakerphone and the TDD in another special feature called HEARING Carryover. When you call the FRS, you type the message on your TDD and the CA will voice your message to the other person. The other person will speak to you directly so you can hear the message.

These special features are best utilized with a speaker-phone...but one is not necessarily required. You could move the handset into/out of the acoustic coupler on a TDD.

At a future date new technology may make available a combined TDD/Speakerphone. We will let you know as soon as such is placed on the market.

SURVEY OR EVALUATIONS OF FRS CALLS

In several weeks, you might be getting letters from us or a private agency which will be hired by FRS to do the survey. The purpose of the survey is for us to learn what you have experienced when making relay calls. We want to know if you are satisfied and if not, identify problems that we can work on to improve our services to better serve you and others. In this newsletter, look for comment form that you can use to write down needed information and send back to us. We want to do a better job to serve you and others.

HOW TO USE FLORIDA RELAY SERVICE?

If you are using the Florida Relay Service (FRS) for the first time, simply dial your phone: 1-800-955-8771 TDD or 1-800-955-8770 Voice to reach the FRS. Be sure you have the name and the phone number you wish to call ready before you call the FRS. The FRS Communication Assistant will connect you and the other person and make sure that the communication is done smoothly and properly. All local calls are free. If you wish to call other cities or out-of-state, you will need to decide how we bill your long-distance charges, like using mastercard, visa, or other credit cards. You can call as long as you want, as many as you want, and anytime.

VISITS TO FLORIDA RELAY SERVICE

You are welcome to visit the Florida Relay Service but we ask that before you come, call 305-372-7212 V/TDD and talk to David Killam, Community Relations Specialist. David will schedule time for your visit.

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OPEN HOUSE AT THE NEW FLORIDA RELAY SERVICE CENTER

Where: Florida Relay Service Center
200 South Biscayne Boulevard
Southeast Financial Center
Suite 600
Miami, FL

When: Saturday, May 30
1:00 p.m. - 4:00 p.m.

What: Facility Tours
Relay Call Demonstrations
Question & Answer sessions
Informational Videos
Refreshments

FLORIDA
FRS
RELAY SERVICE

FOR INFORMATION
(305)579-8644


FLORIDA
1-800-955-8770
(Voice)
1-800-955-8771
(TDD)
RELAY SERVICE


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(TDD)
RELAY SERVICE

Visual Aids Reading Room

392-1261 (Voice/TTD)

The Visual Aids Reading Room (VARR), located in 205 Peabody Hall, is intended to serve as a resource room for students with print or visual disabilities. The VARR is funded by Student Government and the Office of Programs and Services for Students with Disabilities. The room includes Apple, IBM, Macintosh and Toshiba microcomputers, two electronic magnification systems, variable speed tape recorders with speech compression, a phonograph, a Perkins brailler and a Kurzweil Personal Reader.

The Kurzweil Personal Reader is an optical scanner that reads typeset and typewritten material and turns it into DECtalk synthetic speech for people with print or visual disabilities.

This technology enables the Kurzweil Personal Reader to scan text accurately and quickly. Documents are read as fast as 550 words per minute in one of nine different reading voices.

The Kurzweil Personal Reader is able to read single sheets or bound documents such as textbooks.

To use these resources, an interested student should contact the Office of Programs and Services for Students with Disabilities for an appointment with the coordinator. Students wishing to access VARR must receive orientation training for the equipment and software. Upon completion of training, users will be added to the VARR access list.

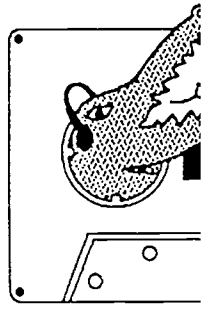
Eligibility

Any student with a learning disability, orthopedic handicap or visual impairment is eligible to use Vocal Eyes' services.

Vocal Eyes' services are free to all eligible UF students. Students from other schools may also use the facilities and equipment, but must provide their own readers for any new material they need recorded.

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Office of Prog
for Students

Univers
P 205 P
Gainesvi

(904) 392-1

If you can read this you can help...

Print disabilities affect many students at the University of Florida. These students may have a difficult time studying for their courses due to their disabilities which may include dyslexia, visual, learning or physical disabilities.

Volunteer for Vocal Eyes, and your words will become the eyes through which a print disabled student reads. Vocal Eyes depends on a strong network of dedicated volunteers who come from the UF student body, faculty and staff as well as from the community. Volunteers contribute a two -hour block each week and enrich their lives while helping print disabled students achieve educational excellence.

Vocal Eyes volunteers attend one training session and are then available to record anything that is needed including architecture, management, racquetball, Spanish and zoology.

Vocal Eyes

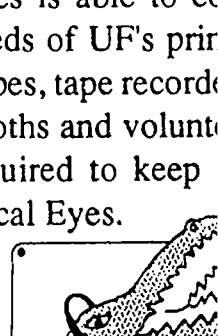
Vocal Eyes, the University of Florida's taped textbook recording program, provides audio versions of course materials to students who need to hear their readings.

Operated by UF's Office of Programs and Services for Students with Disabilities, Vocal Eyes provides recordings not available through Recording for the Blind, Inc. and Talking Books, the public library for people with print disabilities.

RFB, headquartered in Princeton, N.J., has about 70,000 educational books on tape, but also records materials on demand through its Miami-based Florida unit. Print disabled students at UF get approximately 70 percent of their books through RFB or Talking Books, and rely on Vocal Eyes for the other 30 percent. In addition, Vocal Eyes users are eligible for and can obtain special tape players from Talking Books free of charge.

...will yo

It is only donations, fund-r hard-working vol Eyes is able to co needs of UF's prin Tapes, tape recorde booths and volunte required to keep Vocal Eyes.



As the demand for V continues to grow, s funds. Donations are can be made payabl Eyes at the Office of vices for Students wit versity of Florida, P Gainesville, FL 3261

Florida's First University

The University of Florida, located in Gainesville, is Florida's oldest university. Its enrollment of more than 34,000 students makes it the largest institution in the South, and tenth largest in the nation, with 20 colleges and more than 100 major courses of study.

Prior to 1973, students with disabilities attended the University in small numbers and were served one-on-one by various campus offices. Initial efforts to provide comprehensive services were a result of a graduate student group in the Rehabilitation Counseling Department. This small group of concerned students provided in initial accessibility survey of UF buildings and established the groundwork for what would become programs and services for students with disabilities in the Office for Student Services.

The Campus

The University of Florida campus occupies more than 2000 acres and is comprised of more than 720 buildings. The architecture of some of the older structures may present some difficulty for persons with mobility disabilities. However, new buildings are accessible, and older buildings, where renovation has been possible, have been made accessible. The Office for Student Services and the Committee on Persons with Disabilities continue to address accessibility issues at the University of Florida as they become aware of problems. Renovations of older buildings and structures, planning new facilities, and providing services for all types of disabilities are some of the ways in which the University is attempting to make the entire campus accessible.

Our Mission

There is a strong commitment to equal education for all students at the University of Florida. The University will continue to strive to be sensitive to and meet the needs of all students without regard to cultural, racial, religious and ethnic background or disability.

Eligibility for Services

Appropriate documentation of a student's self-identified disability is required by the Office for Student Services. This information will remain in a confidential file in the Office for Student Services. Relevant portions of medical records, psychological test results, and information provided by other agencies will be used by Student Services to assist the student in accessing University of Florida programs.

Support Services

The University of Florida offers a full range of services for assisting students with disabilities. Support services are individually tailored to each student's needs. Services provided to students with disabilities may include the following:

- Faculty and staff liaison
- Visual Aids Reading Room
- Computer services for visually impaired
- Kurzweil Reading Machine
- Braille terminals
- Teaching Center
- Speech, Language and Hearing Clinic
- Reading and Writing Center
- University Counseling Center
- Student Mental Health Center
- Shands Hospital Psychology Clinic
- Handi-Van
- Vocal-Eyes Textbook Recording Projects
- Note takers
- Sign Language and oral interpreter
- Auxiliary Learning Aids funding
- Information and referral for additional services.
- Individual counseling

Advisement and support services are available to students on an as needed basis. Assistance can be provided regarding the registration, learning strategies, classroom accommodations, and petitions.

Alternative Formats

Alternative formats of this publication are available upon request. Please contact: the Office for Student Services, P202 Peabody Hall, (904) 392-1261 (V/TDD)

Students With Disabilities

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Admissions

The University of Florida does not discriminate on the basis of disability in admission or access to its programs and activities. The requirements for admission are listed in the University Record (available from the Admissions Office, University of Florida, Gainesville, FL 32611).

Prospective students with disabilities are encouraged to contact the Office for Student Services for information and assistance during the application process.

Orientation

The Office for Student Services sponsors "Preview", an early registration and orientation program for entering students. Each summer, parents and students are invited for a two-day introduction to the campus. The program includes: Course requests for the Fall semester, a tour of the campus, opportunities to visit with currently enrolled students, and to interact with faculty and staff. Fall entrants who do not attend the two-day summer orientation, as well as students entering during the Spring or Summer semesters, are mailed orientation information. Orientation for these students occurs the week before classes begin.

Students with disabilities desiring special accommodations during orientation should contact the Preview Office at (904) 392-1261 (TDD) or by using the Florida Relay Service (800) 955 8771 (TDD).

Registration

The Office for Student Services provides registration assistance for eligible students with disabilities. Staff members are available during all registration periods to assist students with disabilities.

Financial Aid

Financial aid is available to students in the form of scholarships, grants, loans, and part-time employment. The Office of Student Financial Affairs in Criser Hall provides financial aid services to University of Florida students by administering more than 100 federal, state, and institutional aid programs. For application materials, contact Student Financial Affairs, S103 Criser Hall, University of Florida, Gainesville, FL 32611, call (904) 392-1275 (V) or call Florida Relay Service (800) 955 8771 (TDD).

Additional financial support for students with disabilities may be obtained through the Division of Vocational Rehabilitation and the Division of Blind Services, and the Board of Regents Office. For additional information, contact your local office.

Housing

The University of Florida offers on-campus housing to single and married students at reasonable rates on a space-available basis. All housing arrangements should be made prior to enrollment. Prospective students are requested to forward inquiries about housing during the application process. Accessible housing is available. For more information, contact the Division of Housing at (904) 392-2161 (V) or call Florida Relay Service (800) 955-8771 (TDD).

Parking and Transportation

The Office of Traffic and Parking handles registration and decals for on-campus parking. Parking for students with disabilities is available by special permit through the above office. The Handi-Van provides wheelchair accessible transportation for University of Florida students and faculty with permanent or temporary disabilities. This van, sponsored by Student Traffic Court, provides for individual transportation needs at requested locations at specific times. The hydraulic-lift equipped van has room for three wheelchairs and additional seating for eight passengers. The driver has been specially trained in the operation of a lift-equipped bus.

Student Organizations

There are over 400 different student organizations at the University of Florida. Three of those student groups are devoted to working on issues of disability on campus. Membership in these organizations is open to all students. For more information contact the Office for Student Services at 392-1261.

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Resource Guide to Programs and Services for Students with Disabilities



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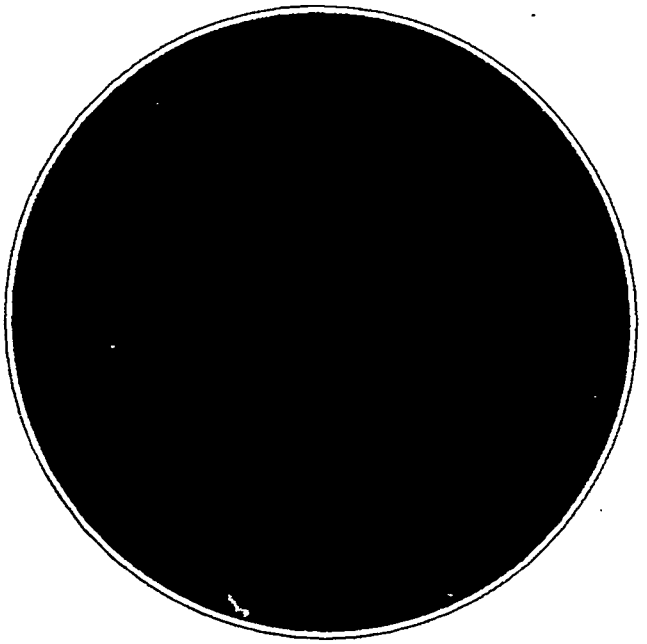
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State University System of Florida

ERIC

State University System of Florida

Resource Guide to Programs and Services for Students with Disabilities

Second Edition
January, 1993



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Alternative Formats

For students with disabilities, this publication is available in alternative formats. Please contact:

Office for Student Services
University of Florida
P202 Peabody Hall
Gainesville, Florida 32611
(904) 392-1261 (V/TDD)

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Florida Relay Service

For students with hearing impairments, when trying to call a department on a University campus, use the Florida Relay Service if the department does not list a TDD number.

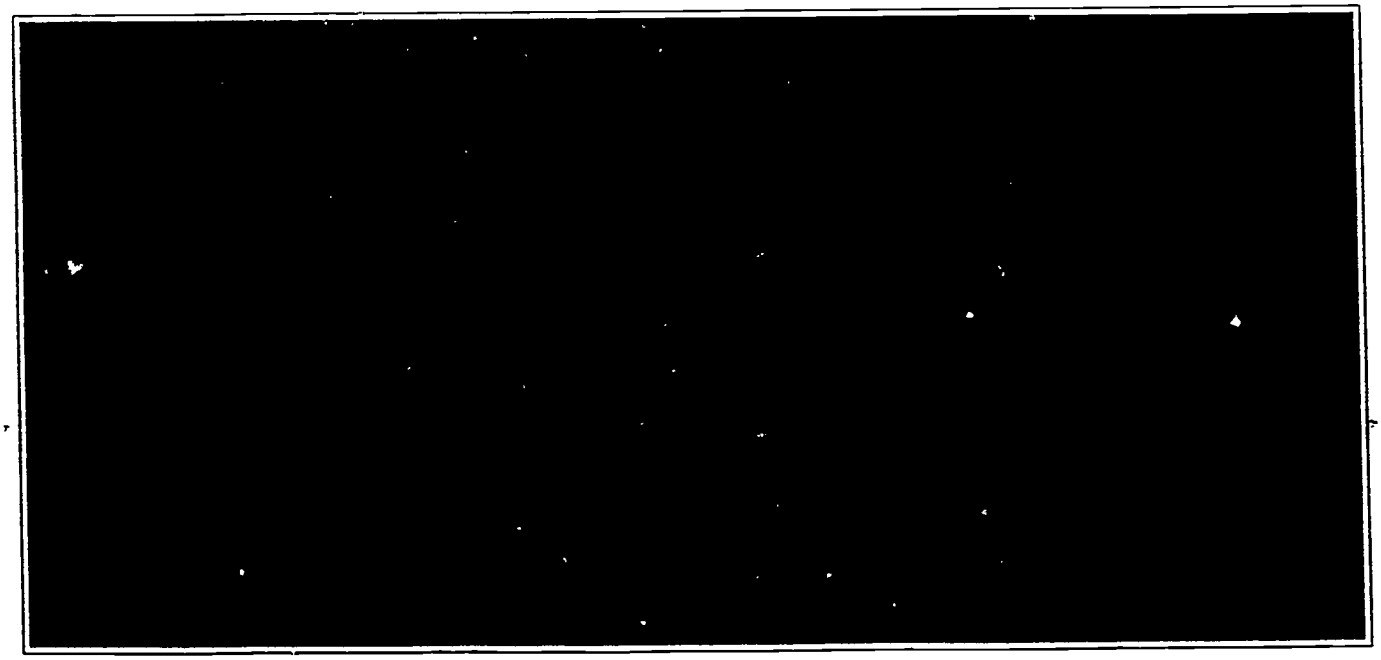
To make a FRS call, simply dial

1-800-955-8771 (TDD)
1-800-955-8770 (V)

Things to Remember

- To make a call through the FRS, you only need a regular telephone and a TDD.
- Your call is answered by a Communication Assistant at the FRS Center in Miami. The assistant will serve as a liaison as you call the person you wish to reach. Each spoken word is typed into the TDD by the Communications Assistant. Your TDD response is relayed to the Communications Assistant who speaks to the hearing person who you called.
- There is no charge for this service, except on long distance calls, which are offered at discount rates.
- The service is available 24-hours a day, 365 days a year.
- The service should not be used in an emergency. Dial 911 first.
- All relay users should have their numbers ready when they call FRS.
- Hearing persons can reach the deaf, deaf-blind, hard of hearing and speech impaired by using the service.
- FRS should not handle TDD to TDD calls. Direct TDD calls should be made without FRS assistance.

For information on how to obtain a TDD, and other assistance, call 1-800-222-2346.



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your guide to campus life

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Programs and Services for Students with Disabilities

The Office for Programs and Services for Students with Disabilities (PSSD) is located in the Office for Student Services in P202 Peabody Hall. The reception area is in P205. This office provides a wide range of services to students with disabilities and assists them in their academic pursuits. An Assistant Dean for Student Services serves as the 504 compliance officer and ADA Coordinator for the University of Florida and coordinates all services for disabled/handicapped students. Services include such things as interpreting for hearing impaired students, arranging for support materials for learning disabled or visually impaired students, computer assistance for differing disabilities, textbook recording, and general support services. For a full explanation of services provided, call the Office for Student Services and ask for a copy of the Disabled Student Guide. The guide is available in traditional text format or can be obtained in large text or audio cassette format.

The 504 and ADA Coordinator is Mr. Kenneth Osfield, Assistant Dean for Student Services. For further information about the services available, contact the Office for Student Services, 392-1261, (TTY or Voice).

Handi-Van

Accessible on-campus transportation service is available on the University of Florida campus for students, faculty and staff with permanent or temporary disabilities or handicaps. The Handi-Van is an air conditioned, lift-equipped bus with room for wheelchairs and other seating areas. Currently there are two Handi-van shifts. The first from 7:00 am to 4:30 pm and the second from 4:00 pm to 8:00 pm The driver has been trained in the use of the lift and is available to assist anyone having difficulty boarding the van. This program is funded through the Student Government Traffic Court and is coordinated through Traffic and Parking. Individual schedules can be accommodated. Interested persons should contact Traffic and Parking, 392-7700, for additional information.

Parking for Disabled or Handicapped Students

Students with permanent and/or temporary disabilities/handicaps, are eligible for special parking privileges and use of the Handi Van. To receive these special permits, appropriate documentation of the disability must be provided to the university. For more information, contact the Office for Student Services (392-1261)(TTY or Voice).

Student Council of the Disabled (SCD)

SCD (formerly PLUS) was formed in 1975 as a special interest group of students, staff, and faculty. The organization's main purpose is to promote awareness of problems pertaining to students with disabilities and to provide assistance in solving these problems. SCD, funded through Student Government, has regularly scheduled meetings and is involved in such activities as awareness presentations, conferences, public relations, and various social activities. Membership is open to all interested persons and additional information is available through the Office for Student Services, 392-1261, (TTY or Voice).



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Florida 32399-0696

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(904) 488-5087

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FLORIDA
DEPARTMENT OF
LABOR AND
EMPLOYMENT
SECURITY

DIVISION OF
VOCATIONAL
REHABILITATION

MEMORANDUM

DATE: January 5, 1993

TO: ADA Coordinators, State Agencies

FROM: Peggy A. Schmidt

SUBJECT: Public Telephone Access

Enclosed are materials received from Ultratec, Inc., regarding public telephone access as required by the ADA. Also included is some promotional material about the TDD pay telephones available from Ultratec. To the best of my knowledge, Ultratec is the only manufacturer of TDD pay telephones; however, I advise you to check with the major telephone companies before committing to a purchase. We may also need to consult with the Division of Purchasing, Department of Management Services, about the possibility of a State contract.

I hope this is helpful.

Meeting The ADA Challenge

"A public accommodation shall take those steps that may be necessary to ensure that no individual with a disability is excluded, denied services, segregated or otherwise treated differently than other individuals..."

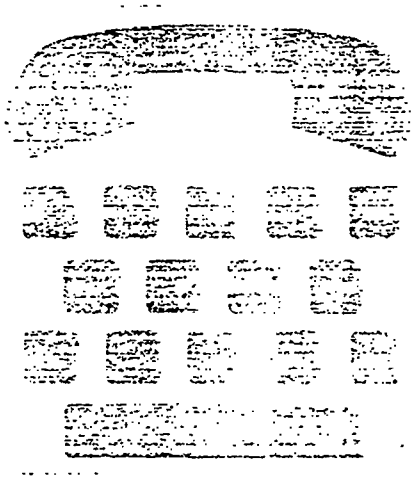
The Americans With Disability Act, effective Jan. 26, 1992, has a direct impact on payphone providers by requiring that public text telephones be available to work with payphones in ensuring accessibility for deaf and hard of hearing individuals.

To communicate on the telephone, deaf people must use a Telecommunications Device for the Deaf or text telephone. TDD conversations are conducted by two parties, both of whom must use a TDD, which works by transmitting tones (in response to what is typed) through the telephone line to another TDD machine.

A public text telephone is a TDD that is designed for public use. The Pay Phone TDD (manufactured by Ultratec, Inc., of Madison, Wis.) is an example of a public text telephone. It is housed in a metal drawer that automatically opens when TDD signals are received. When not in use, the drawer is closed, protecting the equipment. It is easy to install on an existing payphone and is approved by major telephone companies for use with their equipment.

What Is Required?

Modifications and/or additional equipment will be necessary to comply with the requirements stated in the ADA Accessibility Guidelines for buildings and facilities issued by the Department of Justice and the Architectural and Transportation Barriers Compliance Board. The following regulations apply to new construction and alterations and, in some cases, to retrofitting of equipment in existing facilities:



Telecommunications Device for the Deaf (TDD)

"If a total of four or more public pay telephones (including both interior and exterior phones) is provided at a site, and at least one is in an interior location, then at least one interior public text telephone shall be provided." —*Federal Register*, Vol. 56, No. 144, July 26, 1991

"Text telephones used with a payphone shall be permanently affixed within, or adjacent to, the telephone enclosure." Equivalent facilitation may be provided, however, "pay telephones designed to accommodate a portable text telephone shall be equipped with a shelf and an electrical outlet within or adjacent to the telephone enclosure. The telephone handset shall be capable of being placed flush on the surface of the shelf. The shelf shall be capable of accommodating a text telephone and shall have a 6-inch minimum vertical clearance where the text telephone is to be placed." —*Federal Register*, Vol. 56, No. 144, July 26, 1991

Specific Facility Requirements

The requirements of the ADA vary depending on the type of public facility. The following quotes cover a variety of requirements specific to different facilities:

"Where four or more public pay telephones serve a particular entrance to a rail station and at least one is an interior location, at least one interior public text telephone shall be provided to serve that entrance." —*Federal Register*, Vol. 56, No. 173, Sept. 6, 1991

"If a public pay telephone is located in or adjacent to a hospital emergency room, hospital recovery room, or hospital waiting room, one public text telephone shall be provided at each location." —*Federal Register*, Vol. 56, No. 144, July 26, 1991

"If an interior public pay telephone is provided in a stadium or arena, in a convention center, in a hotel with a convention center, or in a covered mall, at least one interior public text telephone shall be provided in the facility." —*Federal Register*, Vol. 56, No. 144, July 26, 1991

Requirements For The Hard Of Hearing

ADA also included provisions for people who are hard of hearing by requiring telephones to be hearing aid compatible.

"Volume controls capable of 12 dbA and a maximum of 18 dbA above normal, shall be provided. If an automatic reset is provided then 18 dbA may be exceeded." —*Federal Register*, Vol. 56, No. 144, July 26, 1991



▲Above, Ultratec, Inc.'s PayPhone TDD™ has been installed in numerous public buildings nationwide.

▲Above Right, Pamela Holmes, assistant director of Consumer and Regulative Affairs at Ultratech, supplied the information for this article.

Twenty five percent, but never less than one, of all public telephones shall be equipped with a volume control and shall be disbursed among all types of public telephones, including closed circuit telephones, throughout the building or facility." —*Federal Register*, Vol. 56, No. 144, July 26, 1991

Signage Requirements

Along with the installation of text telephones, new signage also is required. Volume control telephones need to be identified by a sign containing a depiction of a telephone handset with radiating sound waves, and text telephones need to be identified by the international TDD symbol.

The location of other text telephones in the area must also be identified:

"Directional signage indicating the location of the nearest text telephone shall be placed adjacent to all banks of telephones which do not contain a text telephone. Such directional signage shall include the international TDD symbol." —*Federal Register*, Vol. 56, No. 144, July 26, 1991

Obtaining A Copy Of The ADA Regulations

The excerpts have been provided for your convenience. ADA also covers rules/regulations pertaining to mobility and other disability issues. For copies of the Federal Registers that cover public and private facility requirements, you may wish to contact:

U.S. Department of Justice
Civil Rights Division
Coordination and Review Section
P.O. Box 6618
Washington, DC 20035-6118
(202) 514-0383 (voice) or (202) 514-0301 (TDD)

U.S. Architectural & Transportation Barriers Compliance Board
1111 18th St. N.W., Ste. 501
Washington, DC 20036-3894
(800) USA-ABLE (voice/TDD)

For questions regarding ADA compliance, contact:

Pamela Holmes
Asst. Director, consumer & regulatory affairs
Ultratech, Inc.
450 Science Drive
Madison, WI 53711
(800) 482-2424

ADA* requires that public telephones be equipped for TDD use.



Ultratec's Pay Phone TDD is a public text telephone. It is a TDD, specifically designed for public use, that is housed in a metal drawer. The drawer automatically opens when TDD signals are received. When not in use the drawer is closed, protecting the Pay Phone TDD from vandalism. It is easy-to-install on your existing pay phone and is approved by major telephone companies for use with their equipment.

* Americans with Disabilities Act

It's the law. . .

"If an interior public pay telephone is provided in a stadium or arena, in a convention center, in a hotel with a convention center, or in a covered mall, at least one interior public text telephone shall be provided in the facility. . .

"If a public pay telephone is located in or adjacent to a hospital emergency room, hospital recovery room, or hospital waiting room, one public text telephone shall be provided at each location."

Americans with Disabilities Act Accessibility Guidelines, Federal Register, July 26, 1991

"If an interior public pay phone is provided in a transit facility, at least one interior public text telephone shall be provided in the station. Where 4 or more public pay phones serve a particular entrance to a rail station and at least one is an interior location, at least one public text telephone shall be provided to serve an entrance."

Architectural and Transportation Barriers Compliance Board, Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities, Transportation Facilities, Federal Register, September 6, 1991.

The Americans with Disabilities Act (ADA) requires that many public facilities including hotels, hospitals, transportation facilities, schools, and shopping malls have public text telephones available.

Ultratec is the world's largest manufacturer of text telephones (TDDs). Please call toll free for more information: 1-800-482-2424 (Voice/TDD), in Wisconsin call: 608-238-5400 (Voice/TDD).

Ultratec
450 Science Drive
Madison, Wisconsin 53711

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ADA requires that public telephones in newly constructed and altered facilities, be equipped for TDD use.



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Public Telephones— New Construction/Alterations:

"If a total of four or more public pay telephones (including both interior and exterior phones) is provided at a site, and at least one is in an interior location, then at least one interior public text telephone shall be provided."

Title III. Department of Justice. Federal Register. July 26, 1991. Compliance deadline—Facilities designed and constructed for first occupancy after January 26, 1993; or if last application for a building permit or building extension for the facility is received by state, county or local government after January 26, 1992.

Pay Phones in Hospital Settings:

"If a public pay telephone is located in or adjacent to a hospital emergency room, hospital recovery room, or hospital waiting room, one public text telephone shall be provided at each such location."

Title III. ADA Accessibility Guide (ADAAG). Federal Register. July 26, 1991. Compliance deadline—January 26, 1992.

Pay Phones in Stadiums, Arenas, Convention Centers, Hotels with Convention Centers, or Covered Malls:

"If an interior public pay telephone is provided in a stadium or arena, in a convention center, in a hotel with a convention center, or in a covered mall, at least one interior public text telephone shall be provided in the facility."

Title III. ADA Accessibility Guide (ADAAG). Federal Register. July 26, 1991, pages 9-10. Compliance deadline—January 26, 1992.



Pay Phones in Airports:

"Where public pay telephones are provided, and at least one is at an interior location, a public text telephone shall be provided. Additionally, if four or more public pay telephones are located in any of the following locations, at least one public text telephone shall also be provided in that location:

a) a main terminal outside the security areas;
b) a concourse within the security areas; or
c) a baggage claim area in a terminal."

Title III, ADA Accessibility Guide (ADAAG), Federal Register, July 26, 1991. Compliance deadline—January 26, 1992.

Pay Phones in Existing Transit (rail—key stations) Facilities:

"If an interior public pay telephone is provided in a transit facility at least one interior public text telephone shall be provided in the station."

"Where four or more public pay telephones serve a particular entrance to a rail station and at least one is an interior location, at least one interior public text telephone shall be provided to serve that entrance."

Title III, Architectural & Transportation Barriers Compliance Board, Federal Register, Sept. 6, 1991, Accessibility Guidelines for Buildings & Facilities: Transportation Facilities. Amendment to final rules. Compliance deadline—Key stations should be accessible as soon as possible. Equipment must be in place no later than July 26, 1993.

ADA Regulations Related to Accommodating Portable TDDs (Text Telephones):

"Where a bank of telephones in the interior of a building consist of three or more public pay telephones, at least one public pay telephone in each such bank shall be equipped with a shelf and outlet..."

Title III, ADA Accessibility Guide (ADAAG), Department of Justice. Federal Register, July 26, 1991, Section 4.1.3 (17) (d). Compliance deadline—January 26, 1992.

What guidelines are used for determining requirements for public text telephones in EXISTING facilities?

Prepared by Pamela Holmes, Director of Consumer and Regulatory Affairs, Ultratec, Inc.

Overview: The Americans with Disabilities Act was signed by President Bush July 26, 1990 to pave the way for public accommodations and public services to "...take those steps that may be necessary to ensure that no individual with a disability is excluded, denied services, segregated or otherwise treated differently than other individuals." This clearly indicates that the intent of ADA is to provide all citizens with the opportunity for equal accessibility to the American way of life. Many of our everyday conveniences are taken for granted. For Americans who are deaf or hard of hearing, use of the telecommunications network (specifically public telephones) is often impossible!

The Americans with Disabilities Act Accessibility Guidelines issued by the Architectural & Transportation Barriers Compliance Board (ATBCB) gives numerical guidelines and occupancy type (facility purpose) criteria for public text telephones in new and/or renovated locations. Although existing facility requirements are not as clear, as yet, this is not to say public text telephones are not required.

Congress and those that drafted the rules and regulations have stated that access should be provided if "readily achievable" and not an "undue burden." Congress did not intend for deaf citizens to only have public telephone access in new facilities.

The following criteria should be considered in determining whether a public text telephone is required in an existing facility:

1. Four or more criterion (existing facility)

If there is a total of four or more public telephones (counting interior and exterior), consideration should be given to placement of a text telephone (TDD). Although other factors also need to be considered, this criterion is a guideline that should be applied. In certain locations, the *type* of facility determines when placement of at least one public text telephone is required. This is discussed under occupancy type (facility purpose) criterion.

2. Occupancy type (facility purpose) criterion (existing facility)

There are certain facilities that the Architectural & Transportation Barriers Compliance Board (ATBCB) felt were in need of at least one accessible public text telephone. This is clear in the regulations which state that in stadiums, arenas, convention centers, hotels with convention centers, covered malls, transit rail facilities, airports, hotels, and hospital emergency rooms, waiting rooms, and recovery rooms, at least one text telephone shall be provided for interior public telephones. (See Title III ADA Accessibility Guide, Federal Register, July 26, 1991, pages 9-10; see also ATBCB final rules for Buildings and Facilities - Rail/key stations. Further criteria supporting this is documented under section 36.304 Removal of Barriers in the Department of Justice rules and regulations of July 26, 1991.)

3. Removal of barriers

In existing facilities, the provision of public telephone use can also be considered a "removal of a communication barrier."

"A public accommodation shall remove architectural barriers in existing facilities, including communication barriers that are structural in nature, where such removal is readily achievable, i.e. easily accomplishable and able to be carried out without much difficulty or expense." (sec. 36.304a)

To determine whether something is a *structural communication barrier* that needs removing, Irene Bowen, Sr. attorney at the Department of Justice (DOJ) stated in an ADA workshop, "If you were to take a building, pick it up, turn it upside down and shake it...everything that remains intact is considered *structural*." Thus, according to ATBCB Board Members and DOJ staff, pay phones, visual alarms, notification devices, and permanent assistive listening systems are considered communication barriers that are structural in nature. In establishments where phone use is provided to customers, clients, patients, and participants to make outgoing calls as a regular part of doing business auxiliary aids and services criterion is also applicable.

4. Auxiliary Aids and Services TDD criterion

"Under certain situations, places of public accommodations may have to provide TDDs for outgoing calls in existing facilities." (National Center for Law and Deafness - Memorandum)

TDDs (Telecommunications Devices for the Deaf) or "text telephones" are specifically discussed in the auxiliary aids and services section of ADA.

"A public accommodation that offers a customer, client, patient or participant the opportunity to make outgoing telephone calls on more than an incidental convenience basis shall make available, upon request, a TDD for the use of an individual who has impaired hearing or a communication disorder." (sec. 36.303d)

This clearly indicates that a TDD or text telephone needs to be provided in rooms and in public areas of hotels and hospitals .
"...hotels, hospitals, and other similar establishments that offer nondisabled individuals the opportunity to make outgoing telephone calls on more than an incidental convenience basis must provide a TDD on request." (Federal Register, July 26, 1991, page 35567)

5. Alterations

In some cases, performing an alteration within a facility that affects the usability of that facility triggers the requirement of a text telephone.

"Any alteration to a place of public accommodation or a commercial facility, after January 26, 1992, shall be made so as to ensure that, to the maximum extent feasible, the altered portions of the facility are readily accessible to and usable by individuals with disabilities." (sec. 36.402a)

"Alterations include, but are not limited to, remodeling, renovation, rehabilitation, reconstruction, historic restoration, changes or rearrangements in structural parts or elements." (sec. 36.402b) This indicates that if one makes a change to pay phones in a commercial facility (i.e. adding a new phone or increasing the number of phones) then a public text telephone is required. An alteration in the existing telephone equipment serves as a "trigger" that activates the requirement.

This paper solely covers issues related to *existing* facility regulations for public text telephone provisions. ADA requirements for text telephones in new construction and renovated facilities is covered in other papers available from this author. These requirements can be found in the ADA Accessibility Guide (ADAAG) issued in the July 26, 1991 Federal Register (Part 36, Appendix A, Public Telephones).

For copies of the Federal Registers that cover this topic you may wish to contact:

US Department of Justice (DOJ)
Civil Rights Division
Coordination and Review Section
P.O. Box 6618
Washington, DC 20035-6118
(202) 514-0383 (TDD) or (202) 514-0301 (Voice)

US Architectural & Transportation Barriers Compliance Board
(ATBCB)
1111 18th St. N.W. Suite 501
Washington, DC 20036-3894
(800) USA-ABLE (Voice/TDD)

You may also wish to request a copy of the Americans with Disabilities Act - Communication Accommodations Project Memorandum on "Obligations to Render Public Telephones Accessible to the Deaf and Hard of Hearing Persons in Places of Public Accommodations." To obtain a copy contact:

National Center for Law and Deafness (NCLD)
Gallaudet University
800 Florida Avenue, N.E.
Washington, D.C. 20002
(202) 651-5343 (Voice/TDD)

To contact the author of this article:

Pamela Holmes, Director of Consumer and Regulatory Affairs
Ultratec, Inc.
450 Science Drive
Madison, Wisconsin 52711
(608) 238-5400 (Voice/TDD)

Important note: This information pertaining to ADA requirements is provided solely as a convenience. Ultratec does not render any legal or other professional service. The information contained herein is based on documents presently available to its author. Due to the rapidly evolving nature of this subject, the information contained herein may be incomplete or outdated. Therefore, anyone using these materials should always research original sources of authority. (3/92)

Q. How can I best provide public telephone access and comply with ADA?

A. Let the TDD (text telephone) experts help.

Which public telephones are included in ADA (Americans with Disabilities Act) regulations?

Public phones in hotels, convention centers, hospitals, stadiums, theaters, covered malls, museums, libraries, schools, transit facilities, state and local government agencies, and many other public buildings are each included in the ADA regulations.

"If a total of four or more public pay telephones (including both interior and exterior phones) is provided at a site, and at least one is in an interior location, then at least one interior public text telephone shall be provided." — *Title III, ADA Accessibility Guide - ADAAG, Federal Register/Vol. 56, No. 144, July 26, 1991.*

In addition, some buildings are specifically named as needing at least one text telephone regardless of the number of pay phones available (i.e. hospitals, hotels...).

What is a TDD (text telephone) and how is it used?

A TDD (Telecommunications Device for the Deaf or text telephone), is a device that allows people to type and read words to communicate over the telephone instead of speaking and listening. TDD conversations are conducted by two parties, both of whom must use a TDD. A TDD works by transmitting tones (in response to what is typed) through the telephone line to another TDD on the other end of the conversation.

Is 24 hour accessibility a must?

ADA requires that equal telephone access be provided. The requirements state that text telephones need to be available on a 24 hour basis.

It also states that, "Text telephones used with a pay telephone shall be permanently affixed within, or adjacent to, the telephone enclosure." *— Title III, ADA Accessibility Guide - ADAAG, Federal Register/Vol. 56, No. 144, July 26, 1991.*

What is the advantage of a permanently affixed text telephone over one that is adjacent to or available from a courtesy desk?

A permanently affixed text telephone, like the Pay Phone TDD™, is ideal, otherwise, staff must be available 24 hours a day to loan out the equipment. Staff must also monitor usage and make sure that the equipment is returned, and there must be accommodations for a counter surface, an electrical 110 volt outlet, and a handset and cord that is designed to work with a TDD. In addition, in an emergency situation, if the text telephone is not readily available, the facility may be held legally responsible. A permanently affixed text telephone avoids all of these pitfalls while providing a solution that is vandal resistant.

What does ADA consider a *public telephone*?

Access is not limited to public telephone sets (public pay phones). If a standard telephone is available for public use (information, security, etc.) it must be accessible to a TDD user. There are desktop TDDs available for these situations.

Is installation of a Pay Phone TDD difficult?

Installation procedures can usually be performed in less than one hour by a local pay phone installer. Ultratec works directly with your telephone provider on installation procedures.

Can the Pay Phone TDD drawer be attached to an existing public telephone?

Yes, the Pay Phone TDD drawer is designed to work with most public telephones and public telephone enclosures.

Can a hearing person still use the telephone for voice calls?

Yes, hearing people may use a public telephone with a Pay Phone TDD permanently affixed and without recognizing that there is a difference. There have been situations where deaf people have waited to use the text telephone because a hearing person was using that particular public telephone without realizing there was anything special about it, even though appropriate signage was posted.

How can I reduce the chance of vandalism?

Ultratec's Pay Phone TDD is designed for public text telephone use. It is a TDD that is housed in a metal, vandal-resistant drawer which opens to expose the keyboard when it receives TDD signals. It has been approved by major telephone companies for use with their equipment.

What type of signage is required?

According to ADA guidelines, text telephones should be identified by the international TDD symbol.



In addition, if a facility has a public text telephone, directional signage indicating the location of the nearest text telephone shall be placed adjacent to all banks of telephones which do not contain a text telephone.

Does the Pay Phone TDD interfere with the normal operation of the phone?

No, the equipment does not affect calling features or the billing set-up of the telephone.

Important Note: Ultratec provides this information pertaining to ADA requirements solely as a convenience for its customers, but cannot provide any legal opinion or legal advice regarding possible positions that may be adopted by administrative agencies or the courts as to any aspect of the Americans with Disabilities Act.

Ultratec

Ultratec, Inc. • 450 Science Drive, Madison, Wisconsin 53711 • (608) 238-5400 (Voice/TDD) • FAX (608) 238-3008

The Americans with Disabilities Act (ADA) is already having a tremendous impact on public pay telephones nationwide by requiring facilities to make them accessible, not just for wheelchair user, but for people who use TDDs. This legislation specifically requires that many public facilities including hotels, hospitals, transportation facilities, schools, stadiums, convention centers and shopping malls have public text telephones available.

Ultratec's **Pay Phone TDD™** meets the ADA requirements as a public text telephone. It is a TDD that is housed in a metal, vandal-resistant drawer which opens to expose the keyboard and is specially designed for public use. It is easy-to-install, works with most public telephone enclosures, and has been approved by major telephone companies for use with their equipment.

New Product Offering - An Opportunity for Payphone Service Providers

At this time Ultratec would like to announce the new Pay Phone TDD series, which due to redesign has significantly been lowered in cost and is available in a variety of models. The motorized model which offers maximum protection from vandalism by only opening in response to receiving TDD characters from the party one is calling is available in models designed for both indoor and outdoor use. The acoustic model opens by pulling the drawer out and is available for those installations where the preference is not to directly connect to the telephone line. None of the models affect the use of the telephone by the hearing public.

This new series ranges in cost from $995-$1,495 depending on the features that are selected.

Installation

Installation can usually be performed in less than one hour by a local pay phone installer. Ultratec provides clearly illustrated instructions for installation and operation of the Pay Phone TDD.

Service Contract

A service contract is offered for the Pay Phone TDD which greatly minimizes down-time and reduces the number of times the equipment must be handled. Without the service contract, an out-of-service condition would require the owner to ship the unit back to the factory, wait for the repair, have it shipped back, and then have the repaired unit reinstalled. This process can create a down-time situation lasting several weeks where the payphone is not accessible to TDD user.

Under the service contract, service is performed by a like-for-like exchange. If service is required, a replacement unit is shipped via normal ground transportation. The owner exchanges the out-of-service unit with the replacement unit and sends back the out-of-service unit in the same reusable container. The exchange typically takes a few minutes to complete and allows the installer to perform the entire procedure at one time.

The service contract is offered at the time of purchase, renewable each year thereafter. The contract covers all defects in materials and workmanship. It does not cover damage due to misuse or abuse.

Warranty

The purchase price of the Pay Phone TDD includes a one year warranty which covers defects in material and workmanship. Not included in the warranty are damage resulting from abuse or misuse and shipping costs to and from the service center. Out of warranty repair charges are based on time and materials.

For more information

Please contact Mary Cory, Corporate Sales Supervisor, at Ultratec, 1-800-482-2424 for more information. In Wisconsin call (608) 238-5400.

Ultratec's new series

Pay Phone TDD™

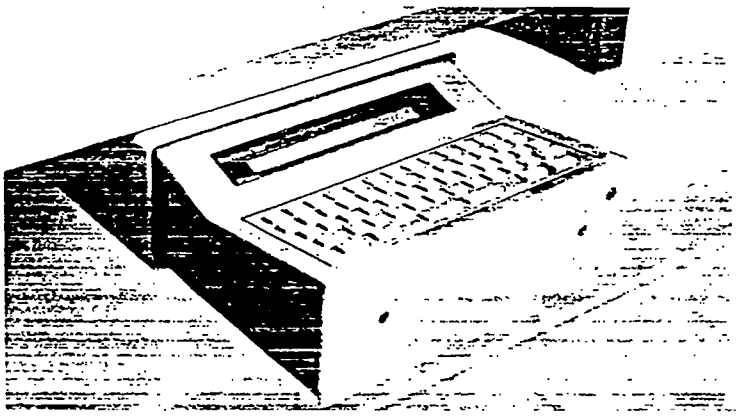
The reliable, proven answer to the need for TDD-equipped public telephones



Since 1988, Ultratec has been the pioneer in providing vandal-resistant TDDs (Telecommunications Devices for the Deaf) specifically designed for public telephone use. There are now hundreds of the Ultratec Pay Phone TDDs in use in airports, transit stations, government buildings, hospitals, schools, shopping malls, apartment buildings and other public buildings throughout the country.

The Americans with Disabilities Act (ADA) requires that many public facilities including hotels, hospitals, transportation facilities, schools, and shopping malls have public TDDs available.

Ultratec Pay Phone TDDs meet the requirements for ADA compliance. They are easy to install and are approved by major telephone companies for use with their equipment.



Pay Phone TDD M240, shown above, is motorized and connects directly to the telephone line for use in high-traffic areas. The acoustic model of the Pay Phone TDD has a pull-open drawer with cups for holding the telephone handset — for use in supervised public settings. There is also a model designed for outdoor, all-weather applications.

NEW • NEW • NEW • NEW • NEW • NEW •
New Design Means Real Cost Savings

Features

Works with almost all types of public telephone and popular enclosures.

Does not affect the use of the telephone by the hearing public.

Is mounted at an angle inside the drawer that makes it comfortable for typing and viewing.

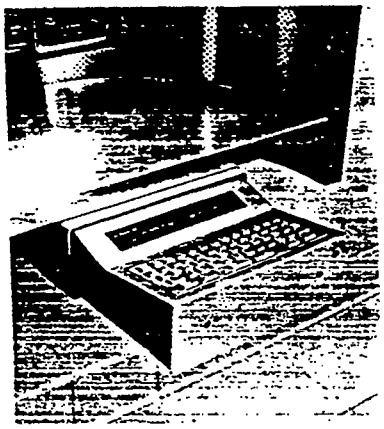
Approved by the FCC and accepted by major telephone companies.

Designed for easy installation.

Made by Ultratec, the largest TDD manufacturer in the world.

BEST COPY AVAILABLE

How the Pay Phone TDD works



Pay Phone TDD is designed to work with any public telephone. The drawer automatically opens when TDD signals are received. When not in use the drawer is closed, protecting the unit from vandalism.

The Pay Phone TDD is a TDD designed for use with a public telephone. Pay Phone TDDs do not interfere with standard use of the pay phone. The recessed TDD is housed in a vandal-resistant metal drawer mounted beneath the public pay phone enclosure.

How to use the *Motorized (M120, M240, M120 FS, M240 FS)* Pay Phone TDD:

1. Place the telephone handset in the special cradle mounted next to the pay phone, or set it on the shelf.
2. Dial the number you are calling. On the front of the metal drawer, watch the signal light. It indicates whether there is a dial tone, ring, or busy signal.
3. When the other person answers your call with a TDD, the drawer will open. If the drawer remains closed, press * * * on the telephone keypad to start the TDD Announcer™. This synthesized voice will repeat, "Hearing impaired caller, use TDD," until the TDD signal is received.
4. Type a greeting to the person you are calling and read their response on the display.
5. When your conversation is finished, replace the handset. The display will flash "DRAWER CLOSING." After the drawer closes, the conversation will be cleared from the memory. To keep the drawer open, simply press any key. The drawer will remain open as long as the TDD is in use.

How to use the *Acoustic (A120, A240)* Pay Phone TDD:

1. Pull out the metal drawer and turn the TDD on. Place the telephone handset in the acoustic cups on top of the TDD.
2. Dial the number on the telephone keypad. On the TDD, watch the signal light. It indicates whether there is a dial tone, ringing, or busy signal.
3. Type a greeting to the person you are calling and read their response on the display.
4. When your conversation is finished, replace the handset, turn the TDD off, and close the drawer. The conversation will be cleared from the memory.

Installation

A Pay Phone TDD drawer bolts to the bottom of the pay phone enclosure. The bottom of the enclosure must be a flat surface measuring at least 11.2 inches wide and 11.5 inches deep. The Pay Phone TDD can be ordered pre-drilled for most enclosures. For more installation information, contact Ultratec.

Specifications

Physical Dimensions
Size: 11.2" wide
11.5" long
4.0" high
7.5" open drawer extension
Weight: 30 lbs.

Telecommunications
FCC approved
Baudot (45.5/50 baud) code
Bell 103, ASCII (optional)
Sensitivity: -45dBm (min)
Output: -9dBm (max)

Displays
Models A120, M120, M120 FS:
1 x 20 character
Vacuum fluorescent display
Models A240, M240, M240 FS:
2 x 40 character
LCD display

Power Requirements
Transformer Input: 115 VAC
Transformer Output: 12 VDC, 800 mA

Keyboard
4-row keyboard, 57 keys
Typewriter style layout
Character Set: A-Z, 0-9, Bksp, ESC, Rtrn/LF, Space, --$0"/:;?,.GA<>\|=_-!@#$%^&*()=+ CTRL

Interface Connections
Power and telephone are made via terminal block connections on Shell Interface Board

Environment
Temperature range: 0-40° C
(Wider temp. range available)

For Outdoor Use:
The M120 FS and M240 FS (Full Specificatio...) units are designed for outdoor, all weather applications.

** Specifications subject to change*

Ultratec
450 Science Drive
Madison, WI 53711
(608) 238-5400 (Voice/TDD)

10/92

Pay Phone TDD™ Pricing
(11/1/92)

MODEL		Service Contract
M120 *(motorized, 20 character vacuum fluorescent display)*	$ 995	$150/year
M240 *(motorized, 2 line LCD display, 40 character/line)*	1,195	150/year
M240 FS *(motorized, 2 line LCD display, 40 characacters/line, full spec., for outdoor use)*	1,495	225/year
A120 *(acoustic, 20 character vacuum fluorescent display)*	$ 995	$150/year
A240 *(acoustic, 2 line LCD display, 40 characters/line)*	1,195	150/year

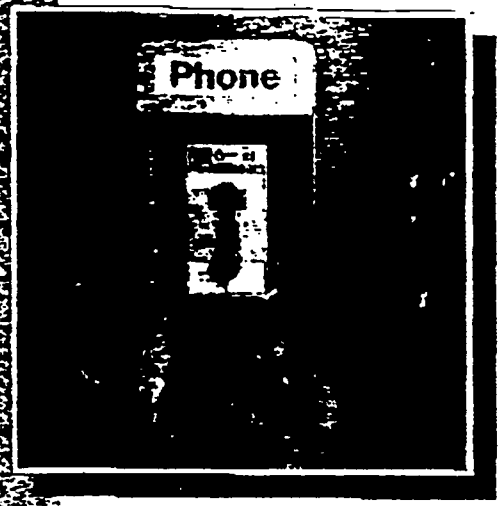
LEASE PRICING 3 YR. PERIOD:-

MODEL	
$995 units *(M120, A120)*	$29/montn
$1,195 units *(M240, A240)*	$34/month
$1,495 *(M240 FS)*	$42/month

Note: Prices are subject to change without notice.

Ultratec

own Research



PUBLIC TELEPHONE TDDs

On January 26, 1992, the U.S. Justice Department began enforcing the Americans with Disabilities Act (ADA). A significant number of all Public Pay Telephones must now be equipped with Telecommunication Devices for the Deaf (TDDs).

. . .KROWN RESEARCH OFFERS TWO LOW-COST, LOW-PROFILE SOLUTIONS.

Public Phone TDD Model II

This low-profile TDD may be mounted on an existing pay phone shelf with an available flat surface measuring 9½" W x 8½" L x 1¼" H. The high-tech, stainless steel unit consists of a vandal-proof, sealed keyboard (to resist spilled liquids); bright, 20-character display screen; call progress indicator; and power switch. The Model II is a direct-connect TDD that is hard-wired through the tip and ring terminals of the public telephone. Simply turn the power on and proceed with the TDD call as usual.

Also available. . . Public Phone TDD Model I

Same as the Model II Public Phone TDD, but with an acoustic coupler. No tip and ring connection required. To operate, manually insert the telephone handset into the acoustic coupler and proceed with the TDD call as usual.

4 Easy Steps to Installation

1. Clean the available flat surface of the pay phone shelf.
2. Connect the wall plug-in transformer provided to a 110-volt AC power supply.
3. Connect one end of the modular cord across the tip and ring terminals of the pay phone; plug the other end into the Model II.
4. Remove the adhesive backing from the base of the unit and press the Model II firmly in place. It's that easy!

Specifications

Physical Dimensions
- Size: L 8½"; W 9½"; H 1¼"
- Weight: 10 lbs.

Communications
- Baudot code, 45.5 Baud
- 1 start bit, 5 data bits, 1.5 stop bits

Power Supply
- AC charger/adapter

Mounting Base
- 150 lbs. per square inch pull strength

FOR MORE INFORMATION, CONTACT:

KROWN RESEARCH, manufacturing telecommunication devices for the deaf since 1975
KRI Communications, Inc., 129 Sheldon St., El Segundo, CA 90245 • (310) 322-3202 in CA; (800) 833-4966 outside CA; Fax (310) 322-4985

"Telecommunication devices for the deaf."

Specifications subject to change without notice

PUB992

TOTAL P.03

GRIEVANCE PROCEDURE

Procedure
Form

ADA GRIEVANCE PROCEDURE
for the University of Florida

The University of Florida has adapted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any actions prohibited by the U.S. Department of Justice regulations implementing title II of the Americans with Disabilities Act. Title II states, in part, that "no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination" in programs or activities sponsored by a public entity.

All complaints, excluding those concerning employment or those filed against the A.D.A. Coordinator should be addressed to:

Kenneth J. Osfield
Assistant Dean for Student Services
Office for Student Services
P202 Peabody Hall
Gainesville, FL 32611
(904) 392-1261 (V-TDD)

All complaints concerning employment or those filed against the A.D.A. Coordinator should be addressed to:

Dr. Jacquelyn Hart
Assistant V.P. for Equal Opportunity Programs
352 Tigert Hall
Gainesville, FL 32611
(904) 392-6004 (V)
or call through the Florida Relay Service
at 1-800-955-8771 (TDD)

1. All complaints should be filed in writing or verbally, contain the name and address of the person filing it, and briefly describe the alleged violation or the regulations.

2. A complaint should be filed within (180) days (Title II §35.170) after the complainant becomes aware of the alleged violation. (Processing of allegations of discrimination which took place before this grievance procedure was in effect will be considered on a case-by-case basis.)

3. An investigation, as may be appropriate, shall follow a filing of complaint. The investigation shall be conducted by either Ken Osfield or Dr. Jacqueline Hart, depending on the nature of the grievance. These rules anticipate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.

4. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by either Ken Osfield or Dr. Jacqueline Hart, and a copy forwarded to the complainant no later than fifteen (15) days after its filing.

5. The A.D.A. coordinator shall maintain the files and records of the University of Florida relating to complaints filed.

ADA GRIEVANCE FORM

Name _____

Address _____

_____

Phone( )

Please provide a complete description of your grievance:

Complaint: _____

_____

_____

_____

_____

_____

_____

Please attach additional pages as needed.

Signature _____ Date _____

* Please return to Kenneth Osfield, P202 Peabody Hall for all **non-employment related** grievances.

* For all **employment related** grievances, return this form to Dr. Jacquelyn Hart, 352 Tigert Hall.

Upon request, for persons with disabilities, assistance will be provided in completing this form. Contact the Office for Disabled Student Affairs, P202 Peabody Hall, 392-1261 (V-TDD).

IN SERVICES

List of Departments Holding A.D.A. Training Sessions
List of Departments/Individuals Receiving A.D.A. Workbooks
Memo: Aid Available in Implementation of Self Evaluation
Memo: Ongoing A.D.A. Information Sessions
Memo: A.D.A. Administrative Workshops
Schedule of A.D.A. Information Sessions
Memo: Essential Function Requirements for A.D.A.
Newsletter Articles Regarding Campus A.D.A. Workshops
Memo: A.D.A. Workshops
A.D.A. Workshop Workbook
Memo: A.D.A. Workshop Luncheon
Letters Acknowledging Workshops

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

The following is a list of departments that have had in-service training and the dates that they were held:

Jim Grimm/ Housing staff	08-11-92
Jerry Schaffer & Administrative Affairs	08-14-92
Karen Fooks - Student Financial Affairs	08-18-92
Wayne Wallace and Career Resource staff	08-20-92
Barbara Probert -Univ Counsel Center	08-21-92
Mary Kay Schneider - J.W.R.U. ADA team	08-24-92
Shelli Herman - Greek Affairs	08-31-92
Sandy Vernon - Rex Glover - Student Gov	09-01-92
Mike Delorenzo - O'Connell Center	09-02-92
Boyd Kellet - Student Health Center	09-02-92
Dennis Calfee - Law School Staff	09-03-92
Gary Brien - Service America	09-09-92
College of Dentistry	09-15-92 & 11-05-92
Student Financial Affairs Staff	09-16-92 & 9-17-92
Kay Walker - OT Staff	09-16-92
Health Center Library Staff	09-24-92
Barbara Fincher - Registrar & Admissions Staff	09-29-92
OIR Staff	09-29-92
Winnie Cook - OIR	09-29-92
Graduate School Staff	10-06-92
Library West Staff Heads	10-07-92
Student Services - Dean	10-10-92
Orientation Director	10-10-92
College of Education Staff Dept. Heads	10-26-92
Florida Museum - Executive Committee	10-27-92
College of Pharmacy Advisors	10-27-92
College of Liberal Arts and Science	10-29-92
College of Fine Arts - Dept. Heads	11-05-92
College of Architecture	11-05-92
Health Related Professions Dept. heads	11-10-92
Affirmative Action	11-18-92
College of Business	01-15-93

Equal Opportunity/Affirmative Action Institution

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

The following is a list of people who have received ADA workbooks:

Housing
J. Wayne Reitz Union
O'Connell Center
University Athletic Association
Financial Aid
Career Resource Center
Student Health Services, Infirmary
Counseling Center
Recreational Sports and Intramurals
Florida State Museum
Baby Gator Child Care
P. K. Young Laboratory School
Gerry Schaffer/Administrative affairs
Bill Kolb/ Admissions Office
Barbara Fincher/ Registrar
Sandy Vernon/ Rex Glover/ Student Government
Patrick Bird/ Health & Human Performance
Dale Canelas/ Library West
Betty Taylor/Law Library
Ted Srygley/Health Center Library
Andrew Sorenson/ Academic Affairs
Gary Brien/ Service America
Health Center Library Staff
Joe Kehoe/ College of Dentistry
Kay Walker/ OT
Winnie Cook/ OIR
Dennis Caifee/ Law School
Jim Scott/ Student Services
Wayne Wallace/ Career Resources
Shelli Herman/ Greek Affairs
Barbara Probert/ University Counseling Center
Karen Fooks/ Student Financial Affairs
Jim Grimm/ Housing
Mike Delorenzo/ O'Connell Center
Boyd Kellet/ Student Infirmary
Mary Carnegie/ Orientation
Madelyn Lockhart/ Graduate School
College of Education
Florida Museum/ Dept Exec Comm
College of Pharmacy- advisors and dean
College of Fine Arts- department chairs
College of Business/ Sharon Houghton
Health Related Professions/
All dept. heads
Mary Kay Schneider/ J.W.R.U.
Library West Staff Heads

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

MEMORANDUM

To: Andrew Sorensen
Deans and Directors

From: Kenneth Osfield

Date: October 27, 1992 (updated from August 7, 1992)

Subject: Americans with Disabilities Act
Self-Evaluation Workbook

In an effort to assist you with the self-evaluation, we have compiled information to help you in the process. The University is a 504 and a title II (ADA) institution under ADA. Information on both are included.

We are available for any assistance you need in compiling this self-evaluation. If you need any help, please call.

cc: ADA file

Equal Opportunity/Affirmative Action Institution

UNIVERSITY OF
FLORIDA

Office of Administrative Affairs
University Personnel Services

337 Stadium
Gainesville, FL 32611-2033
(904) 392-1075
FAX (904) 392-7094

October 15, 1992

MEMORANDUM

TO: Ken Osfield, ADA Coordinator

FROM: Jack Heidler, Director
University Personnel Services

SUBJECT: **ADA Information Sessions**

Since initiating information sessions on the Americans with Disabilities Act (ADA) in early July, University Personnel Services has made over 40 presentations to faculty and staff. These sessions have focused on those aspects of the ADA that involve the employment processes, to include conducting a lawful interview and identification of essential functions for every USPS and A&P position.

Please know that beginning this month we will offer these sessions twice monthly. Our next session is scheduled for October 19, and will be in 451 Stadium. We plan to publicize these programs in the Training Connection, our monthly training calendar, and in the Alligator's "University Digest." Additionally, we will continue to review and revise various policies and procedures in coordination with Dr. Hart's office.

Ken, please know I will keep you apprised of our ADA involvement. Your continued counsel and support are appreciated.

Sincerely,

Jack Heidler
Director
University Personnel Services

JH:ml
cc: Ed Poppell
Jackie Hart

UNIVERSITY OF FLORIDA
OFFICE OF ADMINISTRATIVE AFFAIRS
UNIVERSITY PERSONNEL SERVICES
Gainesville, FL 32611-2033

☒ Director's Office, 337 Stadium, (904) 392-1075
☐ Central Employment, 432 Stadium, (904) 392-4621
☐ Classification and Compensation, 326 Stadium, (904) 392-1213
☐ Employee Relations, 318 Stadium, (904) 392-1073
☐ Processing and Records, 429 Stadium, (904) 392-1204
☐ Special Programs, 334 Stadium, (904) 392-4626
☐ University Benefits, 422 Stadium, (904) 392-1225
☐ Workers/Unemployment Comp., 422 Stadium, (904) 392-4940
FAX (904) 392-7094

July 7, 1992

MEMORANDUM

TO: Deans, Directors, and Department Chairpersons

FROM: Bob Willits, Associate Director
University Personnel Services

RE: **Americans with Disabilities Act**

How we write position descriptions, make hiring decisions, and address work place issues at the University of Florida will be affected by Title I of the Americans with Disabilities Act (ADA), which goes into effect July 26, 1992.

The ADA is a federal anti-discrimination statute that seeks, in part, to ensure access to equal employment opportunities for individuals with disabilities based on their abilities to perform the essential functions of specific jobs.

So that University of Florida supervisors and administrators may be prepared to comply with the ADA, University Personnel Services is offering several ADA information sessions (see schedule on reverse side). Each session will last approximately 1 1/2 hours and will focus on employment issues. Reservations are not being taken; however, space is limited. Please keep that in mind when deciding upon what time to arrive at the session of interest.

If anyone needs special assistance to attend any of these sessions or if you are interested in scheduling a department visit, please call your personnel satellite office as listed below or me at 392-1075, SC 622-1075.

University Personnel Services' satellite offices

Health Center	Jan Eller	392-3786, SC 622-3786
IFAS	LuAnn Sweeley	392-4777, SC 622-4777
PPD/AUX/E&G	Denise Bogart-Caballero	392-2333, SC 622-2333

BW/jg
cc: J. Heidler

AMERICANS WITH DISABILITIES ACT

Information Sessions

July 14, 1992	9:30 am, Room E119, Computer Science Engineering 1:30 pm, Room C1-3, Health Science Center
July 15, 1992	9:30 am, Room 190B, Holland Law Center 1:00 pm, Room C1-4, Health Science Center
July 16, 1992	9:00 am, Room C1-3, Health Science Center 10:00 am, Room 1031, McCarty Hall 2:00 pm, Room E119, Computer Science Engineering
July 20, 1992	10:00 am, Room 1304, Fifield Hall
July 21, 1992	9:00 am, Room C1-3, Health Science Center 9:30 am, Room E119, Computer Science Engineering 10:00 am, Room 1031, McCarty Hall
July 22, 1992	1:00 pm, Room C1-4, Health Science Center
July 23,1992	9:00 am, Room C1-3, Health Science Center 10:00 am, Physical Plant Division Trailer 1:15 pm, Room 1304, Fifield Hall 2:00 pm, Room E119, Computer Science Engineering
July 24, 1992	1:15 pm, Room 1031, McCarty Hall
July 28, 1992	9:00 am, Room C1-3, Health Science Center 9:30 am, Room E119, Computer Science Engineering 10:00 am, Room 102, Animal/Dairy Science Building
July 29, 1992	10:00 am, Room 376, Newins-Ziegler Hall 1:00 pm, Room C1-3, Health Science Center
July 30, 1992	9:00 am, Room C1-3, Health Science Center 1:15 pm, Room 1031, MCCarty Hall 2:00 pm, Room E119, Computer Science Engineering

UNIVERSITY OF
FLORIDA

Office of Administrative Affairs
University Personnel Services

337 Stadium
Gainesville, FL 32611-2033
(904) 392-1075
FAX (904) 392-7094

October 22, 1992

MEMORANDUM

TO: **Deans, Directors, and Department Chairpersons**

FROM: Jack Heidler, Director
University Personnel Services

SUBJECT: Essential Function Requirements for ADA

New employment requirements took effect with the implementation of Title I of the Americans with Disabilities Act (ADA) on July 26, 1992. Through information sessions conducted during July and August, University Personnel Services has provided information regarding the requirements of the ADA and its impact on the USPS and A&P personnel processes. One such requirement is the identification of essential functions for all positions at the University of Florida. Generally speaking, essential functions are those primary duties an employee performs without which the position would not exist, and which an individual must be able to perform unaided or with reasonable accommodations.

In an effort to ensure compliance with the essential function requirement of the ADA, we have asked all departments to review USPS and A&P position descriptions for accuracy in describing the tasks and responsibilities, reporting relationships, level of independence, licensure requirements, and other parameters of the position as requested on the position description forms. In keeping with the ADA perspective, responsibilities should be described in terms of what is to be accomplished, rather than how (e.g., involves moving heavy boxes rather than involves lifting heavy boxes).

Once tasks and responsibilities are listed, those that are considered essential should be designated with the letter "E" in the left hand margin of the position description as shown on the attached example. If no changes have occurred in the assigned duties, departments may photocopy the existing position description, obtain original signatures, and submit the updated version to the Classification and Compensation office in Room 326 Stadium West. **This process should take place as soon as possible; however, to ensure expeditious recruitment activity for a position vacancy, this process should take place prior to submission of a requisition. This position description should be provided to and reviewed with applicants by the department representative during the interview process.**

Equal Opportunity/Affirmative Action Institution

As a reminder, it is important that departments keep the position descriptions current and submit updates as necessary to Classification and Compensation. The Classification and Compensation staff are available to assist you with specific questions regarding essential functions and may be reached at 392-1213.

If you have questions about the employment requirements of ADA or if you would like to attend one of our ADA information sessions, please call the Central Employment Center at 392-2701.

JH/jmg
Attachment
cc: E. Poppell
K. Osfield
J. Hart

RECEIVED
OCT 27 1992
SPECIAL PROGRAMS
HUMAN RESOURCES
UNIVERSITY OF FLORIDA

STATE UNIVERSITY SYSTEM OF FLORIDA
UNIVERSITY OF FLORIDA

POSITION DESCRIPTION

CURRENT DESCRIPTIVE DATA		FOR COMPLETION BY PERSONNEL UPON FINAL ACTION	Position Number:
Please complete numbered items. Instructions are provided in hidden text.		Approved Class Title:	Approved Class Code:
1 Position Number: XXXXX	2. Requested Classification Action–New, Update, or Change: Update	Transaction	Effective Date:
3. Class Code: 50004	4. Class Title: Senior Clerk		
5. University of Florida	6. V.P. Area:		
7. College/Office/Division:	8. Department:		
9. Section:	10. Subsection:		
11. City: Gainesville	12. County: Alachua	Signature of University Personnel Director	Date:

ASSIGNED DUTIES AND RESPONSIBILITIES

13. List in order of importance. Use additional sheets if necessary.

Approximately % of time for each		Specific task
E	30%	Maintains leave records for all University employees. Inputs leave occurrences into the Central Leave system for each employee. Verfifies Leave Activity report for accuracy. Investigates questions pertaining to Central Leave and records for employees, and act as liaison between employees and UF Special Programs. Notifies supervisors of any special compensation balances or any other leave that has been accured in order that employee may use prior to end of year and avoid cash out. Keeps supervisors abreast of Personal Holidays so that employees can use and not lose prior to end of fiscal year.
E	20%	Types personnel transactions as directed by the clerical supervisor. Uses both personal computer and typewriter to process the various forms relating to central employment, records, payroll and other forms as necessary.
E	20%	Receives time cards from each clinic on time card due day; checks each time card for accuracy including addition totals and policy. Notifies each supervisor of any errors, missing signatures, missing leave applications, etc. Also checks leave applications for accuracy and appropriate signatures. When time card changes are made, notifies Office Manager of any changes that affects employee's pay.
E	20%	Acts as receptionist in the Personnel Office by assisting and routing visitors appropriately, answering the phone.
	5%	Types general correspondence for the Personnel staff, as well as for the Office Manager. Uses dictation equipment to accomplish this, if needed.
	5%	Other duties as assigned.

"E" indicates Essential Functions, which are the functions that this position exists to perform. Any incumbent in this position must be able to perform all these essential fundamental duties, with or without reasonable accomodations. Management retains the right to modify or add duties at any time.

ISSUES AND TRENDS

Americans with Disabilities Act provides equal opportunity to disabled

"The Americans with Disabilities Act works to ensure that people with disabilities are not prejudged," said Bob Willits, Associate Director for University Personnel Services. "It encourages us to focus on an applicant's ability to contribute rather than any perceived inability."

The Americans with Disabilities Act—or ADA—is a federal anti-discrimination statute, which is designed to address barriers that prevent individuals with disabilities from having the same employment opportunities as those who do not have disabilities.

On January 26, 1992, Title III of the ADA went into effect. This portion emphasized architectural structure and physical barriers.

The remaining portions of the ADA—which focus, in part, on hiring and related practices—go into effect on July 26, 1992.

"(The ADA) encourages us to focus on an applicant's ability to contribute rather than any perceived inability."

Like the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, national origin, and sex, the ADA seeks to ensure access to equal employment opportunities based on merit.

The ADA does not guarantee equal results, establish quotas, or require preferences favoring individuals with disabilities over those without. Instead, the ADA requires the employer to determine a disabled individual's ability to perform the essential functions of the specific job held or desired—and whether reasonable accommodation could remove any barrier to his or her performance.

"The ADA will affect how we write job descriptions as well as several aspects of the hiring process," Willits said. "We'll provide specifics to the university community this summer through information sessions and by memorandum."

Living well series offers health- and fitness-related information to employees

The latest addition to the University of Florida training agenda includes a living well series that is sponsored by the Living Well Employee Wellness Program, the College of Health and Human Performance, and University Personnel Services.

The living well series provides up-to-date information about self-reliant health care and fitness programming—all in a relaxed lecture or discussion format.

The series focuses on topics such as cancer prevention, health risk assessment, muscular strength, endurance and flexibility, nutrition, safety, goal setting, body composition, cardiovascular fitness, stress management, blood pressure control, cholesterol, CPR, smoking cessation, and wellness.

The living well series' first program, "Good Stress, Bad Stress: It's Up to Me," was offered twice in May.



The next program, "What You Need to Know About Blood Pressure," will be held on June 17 from 1:30 to 3:00 p.m. This 90-minute program will cover blood pressure, the effects of exercise and weight control, and medications.

Michael Pollock, Ph.D., director of the Center for Exercise and Sport Science, will present the latest research information about blood pressure. David Lowenthal, M.D., director of the Veteran's Administration Gerontology Department, will present information on medications necessary to control hypertension as well as their effects and side effects.

Call Special Programs (392-4626, SC 622-4626) for reservations. For information about the Living Well Employee Wellness Program, call 392-8740 (SC 622-8740).

New tax-shelter annuity available for interested employees

A new tax-shelter annuity is now available for University of Florida employee participation. Fidelity Investments has joined the university's seven other tax-shelter annuity companies: Merrill Lynch, Nationwide Best of America III, Prudential Life Insurance Company, Shearson/Lehman/Hutton, TIAA-CREF, Union Mutual, and VALIC.

Funds deposited into tax-shelter annuities are free from current income tax. Dividends and interest income on accumulated funds also are tax-free. Funds placed in tax-shelter annuities, instead, are taxed as they are withdrawn from the plan at the individual's applicable tax rate in the year paid.

Employees may participate in these tax-shelter annuities via payroll reduction. Reductions are scheduled to occur on each payday except the third payday of a month. Fidelity Investments, the latest tax-shelter annuity provider to become available, will begin salary reduction once 50 employees have decided to participate in this annuity.

Employees who are interested in participating in tax-shelter annuities should contact the specific companies in which they are interested. Call University Benefits at 392-4941, SC 622-4941, for details about the new "meet-your-provider" days scheduled to begin in January.

Essential functions challenge UF supervisors

"The Equal Employment Opportunity Commission --or EEOC--has provided information to help supervisors meet the requirements of the Americans With Disabilities Act," said Steve Wing, Assistant Director for Classification and Compensation. "This information includes some guidelines that supervisors may wish to use as they identify essential functions of positions in their areas."

According to the EEOC, a supervisor first will want to consider, when trying to identify if a function is essential, whether the employee in the position normally is required to perform the function.

If the person holding the job normally does perform the function, then the supervisor should consider whether removing the function would fundamentally change the job.

For example, if he or she decides that a position exists to perform the function, then--according to regulations--that function could be considered essential.

Two other reasons why a function could be considered essential include (1) there are a limited number of employees available to perform the function or among whom the function may be distributed or (2) a function is highly specialized and the person in the position is hired for special expertise or ability to perform.

"We realize determining which functions are essential can be confusing," Wing said. "Please call us at 392-1213, SC 622-1213, for additional information."

Please direct questions or comments about this quarterly publication to Jodi Gentry, Editor, Special Programs, 334 Stadium West, 392-4626. Copyright 1992 University Personnel Services

UPDATE

• Supervisors of USPS employees are encouraged to document, on an informal basis, when USPS employees in their areas engage in outside employment. This type of informal documentation should be maintained in departmental files. For more information about outside employment for USPS and A&P employees, please contact your personnel satellite office.

• Updating position descriptions to identify essential functions under the Americans with Disabilities Act? Classification and Compensation, 326 Stadium West, will accept a photocopy of the updated position description as long as the signatures are original and an additional photocopy is included. Questions? Call Classification and Compensation at 392-1213, SC 622-1213.

• It's almost time for USPS annual leave reduction! All USPS employees must use any accrued annual leave in excess of 240 hours by 5 p.m. on Thursday, December 31, 1992, to avoid losing it. See your central leave administrator for details or call Special Programs at 392-4626, SC 622-4626.

• The computer version of the position description form is now available in Word for Windows format. Please call Classification and Compensation at 329-1213, SC 622-1213, for more information.

• A&P employees who are newly eligible to participate in the Optional Retirement Program (ORP) have until February 28, 1993, to enroll. Interested employees may meet ORP representatives monthly at campus locations. Call University Benefits at 392-4941, SC 622-4941, for details.

JANUARY 12

"Serving Up" Good

Customer Relations

9 a.m. to 12 noon

451 Stadium West



If you have direct contact with the University of Florida community and the public and are a USPS employee, you may be interested in this program! This program provides techniques and skills necessary for **effective customer relations.** Topics include the employee's role in customer relations, positive communication with customers, assertiveness skills, resolution of customer complaints, and ways to handle the "difficult" customer.

Impact versus intent is just one of the issues discussed at each of the **sexual harassment conferences** sponsored by Affirmative Action and University Personnel Services. Beginning with a panel discussion, this conference includes small group workshops, a question-and-answer period, summary, and supervisory-level certification. Call Special Programs for reservations!

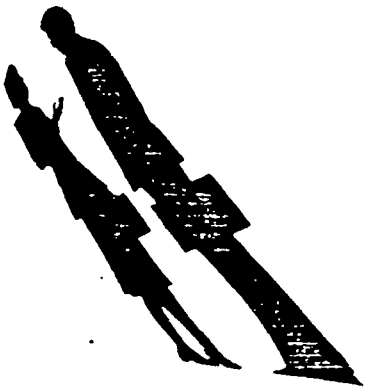
JANUARY 13

Sexual Harassment

Conference

1:30 to 4:30 p.m.

JWRU Auditorium



JANUARY 13

Americans With

Disabilities Act

Information Session

9 to 11 a.m.

451 Stadium West

Title I of the **Americans With Disabilities Act--or ADA--**which went into effect on July 26, 1992, affects how University of Florida supervisors write position descriptions, make hiring decisions, and address work place issues. A federal anti-discrimination statute, the ADA seeks–in part–to ensure equal employment opportunities for individuals with disabilities. Learn about the ADA and how it affects you by attending one of University Personnel Services' information sessions. Each session lasts approximately 1 1/2 hours and focuses on employment issues. Please let us know if assistance is needed to attend a session.

JANUARY 14

Getting the Facts About Evaluating

Employee Performance

9 a.m. to 12 noon, 451 Stadium West

We designed **Getting the Facts About Evaluating Employee Performance** for supervisors who are responsible for appraising the performance of USPS employees. This program focuses on the employee performance appraisal process and the nature of the formal performance appraisal.

Call Special Programs at 392-4626, SC 622-4626, for reservations or more information!

TRAINING CONNECTION

December 1992
Special Programs, University Personel Services

DECEMBER 7

Americans With Disabilities Act Information Session

10 a.m. to 12 noon

451 Stadium West

Title I of the **Americans With Disabilities Act,** which went into effect on July 26, 1992, affects how University of Florida supervisors write position descriptions, make hiring decisions, and address work place issues. A federal anti-discrimination statute, the ADA seeks–in part–to ensure equal employment opportunities for individuals with disabilities.

Learn about the ADA and how it affects you by attending one of University Personnel Services' information sessions. Each session lasts approximately 1 1/2 hours and focuses on employment issues. Please let us know if assistance is needed to attend a session.

You also may attend our December 21 session; call for reservations!



DECEMBER 9

Home Security for the Holidays

10:00 to 11:30 a.m.

451 Stadium West

Keep your home and belongings safe and secure this holiday season by attending **Home Security for the Holidays.** Conducted by the University of Florida Police Department, this Living Well Program is a "must" for all university employees.

Call Special Programs at 392-4626, SC 622-4626, for reservations or more information!

NOVEMBER 16

Americans With Disabilities Act Information Session

10 a.m. to 12 noon

451 Stadium West

Title I of the **Americans With Disabilities Act**, which went into effect on July 26, 1992, affects how University of Florida supervisors write position descriptions, make hiring decisions, and address work place issues. A federal anti-discrimination statute, the ADA seeks–in part–to ensure equal employment opportunities for individuals with disabilities.

Learn about the ADA and how it affects you by attending one of University Personnel Services' information sessions. Each session lasts approximately 1 1/2 hours and focuses on employment issues. Please let us know if assistance is needed to a attend a session.

NOVEMBER 17

Travel Workshop

1:00 to 4:30 p.m.

Bldg. 465

Purchasing Conf. Room

If you are responsible for your department's travel or are a University traveler, you may wish to attend this comprehensive workshop. In this program, sponsored by **Finance and Accounting**, you will review the guidelines for travel and what you need to know before making airline, car rental, or hotel reservations. The primary focus will be on how to prepare a "Voucher for Reimbursement of Travel Expense" to ensure prompt payment. **Call Mary Davis at 392-1241, ext. 200, for reservations. Seating is limited to 25.**

NOVEMBER 19

"Serving Up" Good Customer Relations

9 a..m. to 12 noon

451 Stadium West



If you have direct contact with the University of Florida community and the public and are a USPS employee, you may be interested in this program! This program provides techniques and skills necessary for **effective customer relations**. Topics include the employee's role in customer relations, positive communication with customers, assertiveness skills, resolution of customer complaints, and ways to handle the "difficult" customer.

Call Special Programs at 392-4626, SC 622-4626, for reservations or more information!

Sick Leave Pool Information Sessions, Continued

If you participated in the University of Florida's sick leave pool, you could have access to additional sick leave–sick leave that would protect you when you needed it!



To enroll in the University of Florida's sick leave pool, you must complete and submit an application for membership during October. Have questions or want to find out more? Attend one of Special Programs' information sessions. **Call for reservations!**

Scheduled times include:

October 6, 9:30 to 11:00 a.m., Animal Science Building

October 6, 1 to 3 p.m., Room 282, J. Wayne Reitz Union

October 7, 2:00 to 3:30 p.m., 1031 McCarty Hall

October 8, 9 to 11 a.m., Room 282, J. Wayne Reitz Union

October 13, 9 to 11 a.m., Room 282, J. Wayne Reitz Union

Department visits are available. Call Special Programs for details.

7 You Are What You Communicate

October 7, 10 a.m. to 3 p.m.
451 Stadium West



If you are interested in becoming a more effective communicator, you may find this program to be right for you! This program discusses communication barriers, non-verbal communication, listening skills, and communication for improved performance.

8 Americans With Disabilities Act Information Session

October 8, 10 a.m. to 12 noon
451 Stadium West

How University of Florida supervisors write position descriptions, make hiring decisions, and address work place issues will be affected by Title I of the Americans with Disabilities Act (ADA), which went into effect July 26, 1992.

A federal anti-discrimination statute, the ADA seeks–in part–to ensure equal employment opportunities for individuals with disabilities. Learn about the ADA and how it will affect you by attending one of University Personnel Services' information sessions. Each session will last approximately 1 1/2 hours and will focus on employment issues.

Please let us know if assistance is needed to attend a session. Reservations are required.

Call 392-4626/SUNCOM 622-4626 for reservations and more information!

AUGUST 1992

TRAINING CONNECTION

SPECIAL PROGRAMS, UNIVERSITY PERSONNEL SERVICES

4 Americans With Disabilities Act Information Session

August 4, 9 to 10:30 a.m.
282 J. Wayne Reitz Union

How University of Florida supervisors write position descriptions, make hiring decisions, and address work place issues will be affected by Title I of the Americans with Disabilities Act (ADA), which goes into effect July 26, 1992.

A federal anti-discrimination statute, the ADA seeks--in part--to ensure equal employment opportunities for individuals with disabilities.

Learn about the ADA and how it will affect you as a supervisor or administrator by attending one of University Personnel Services' information sessions. Each session will last approximately 1 1/2 hours and will focus on employment issues. Reservations are not required.

Call your personnel satellite office or Bob Willits, Associate Director for University Personnel Services, at 392-1075, SC 622-1075, if assistance is needed to attend any of these sessions or to arrange a department visit.

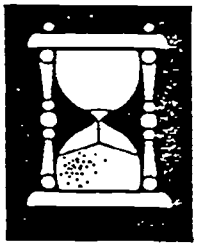
6 Americans With Disabilities Act Information Session

August 6, 1:30 to 3:00 p.m.
282 J. Wayne Reitz Union

See above for information. Reservations are not required.

10 Time Card Solution

August 10, 9:00 to 10:30 a.m.
451 Stadium West



This program explains University of Florida time cards and records by covering record-keeping and time-worked rules, including compensatory leave, overtime issues, holidays, and leave without pay. This program also explains leave usage and reviews the "Application for Leave" form. Regardless of whether you are an exempt or non-exempt employee, if you have questions about the University of Florida's time card/record and leave process, you may want to attend this program!

Call 392-4626/SUNCOM 622-4626 for reservations and more information!

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville FL 32611-2058
(904) 392-1261
(TTY or Voice)

MEMORANDUM

To: Bob Willits

From: Kenneth Osfield

Date: July 19, 1992

Subject: ADA Employee Workshops

Just wanted to let you know I attended the ADA workshop on 7-15-92, that Stuart presented. Very good program and attendance was excellent. I would like to have a complete listing of all such workshops that your office is presenting. Please send complete listing ASAP.

A few suggestions: Please make sure that you check all areas you will be presenting this information at. It is important that the areas be completely accessible. If the area is not accessible, then another site needs to be planned. Don't wait until you get there to find out it is not accessible. Check both exteriors and interiors. On any training announcement you need to have a statement addressing special needs, e.g. for individuals with disabilities, please contact personnel if you will require any special accommodations. I suggest you put a time line in the announcement, as for the time that is up to your office. If you don't do this, then a person can attend and ask for the accommodation (assistive listening device) on the spot. If you could not provide the accommodation the program would have to be cancelled. With the handouts (Americans with DisABILITIES Act) I suggest that you make alternate print copies of the material and bring them along just in case, e.g. large print version and Braille version. The large print copy is easy to do and can be accomplished in two ways. First, you can take the current computer version and change the font size to an 14-18pt, or you can enlarge on your copy machine using 11 x 14 paper. Also, on any handout you give to the audience you should have the following statement (For individuals with documented print related disabilities this publication is available in alternate formats upon request. Please contact .....).

At the St. Pete conference I had mentioned that all publications from Personnel should now contain a statement that the publication is available upon request in alternate formats. You do not need to make large print copies or Braille every thing that comes out of your office, but you need to be able to make it available, in a timely manner, upon request. Again, large print and one other format for those who are blind (Braille or computer disk) will do. It would be a good idea to have copies of these alternate print documents at the employment desk (sample copies, not in large numbers).

As for job descriptions, it is my suggestion that any new posting be re-written and that personnel make sure that the descriptions conform to ADA guidelines. By doing this as positions become vacant we should be able to handle the numbers. If OCR or some other agency comes in and finds that we have discriminated they could request that we re-write all positions. By doing it now, we can prove that we have addressed this issue in a pro-active stance which will be in our favor later on down the road.

If you have any questions, please call. By the way we have Braille capabilities here in my office and would be willing to provide the service at minimal cost.

cc: ADA file

Equal Opportunity/Affirmative Action Institution

Americans with Dis*ABILITIES* Act

(ADA)

University Personnel Services

Administrative Affairs

Americans with Dis*ABILITIES* Act

UNIVERSITY PERSONNEL SERVICES

NOTES

I. WELCOME AND OPENING REMARKS

II. WHAT IS THE ADA?

- Federal anti-discrimination statute
- Backed by Civil Rights Act of 1991
- Five titles

III. VIDEO - - "Part of the Team"

IV. TITLE I - EMPLOYMENT

- Opportunity to compete
- Same performance standards
- Prohibits discrimination
  - Qualified disability
  - Reasonable accommodation
  - Essential functions
  - Undue hardship

V. DisABILITY

- Physical or mental impairment
  Substantially limits major life activities
- Record / history of such impairment
- Regarded as disabled - perception

NOTES

VI. QUALIFIED INDIVIDUAL

- Disabled
- Satisfies minimum requirements
- Can perform essential functions
- With / without reasonable accommodations.

VII. ESSENTIAL FUNCTIONS

- Fundamental duties
- Unaided / reasonable accommodations
- Reason for position
- Limited number of employees
- Highly specialized function

VIII. REASONABLE ACCOMMODATIONS

Employer - - any change enabling disabled to work.

- Job application
- Work environment / performance
- Equal benefits and privileges
- Documentation

Applicant / Employee

- Inform employer
- Known limitations
- Submit documentation

IX. UNDUE HARDSHIP

- Nature / net cost
- Overall financial resources
- Type of operation
- Impact on operation

NOTES

X. EXCEPTIONS

ADA does not:

- Guarantee equal results
- Establish quotas
- Require preferences

XI. DEPARTMENT REQUIREMENTS:

- Establish essential functions
- Reflect on detailed, current position descriptions
- Do not waive

XII. EMPLOYMENT PROCESS

- Treat all applicants alike
- Reasons to prevent performance?
  - No - - move on
  - Yes - - discuss accommodations
- Do not assume disability
- Lawful and unlawful questions
- Hire most qualified / appropriate

XIII. PRE-EMPLOYMENT PHYSICALS

- After offer / before beginning date
- Authority: Environmental Health & Safety

GUIDELINES FOR INTERVIEWERS

1. BEFORE MAKING A JOB OFFER, AN EMPLOYER:

   - **May** ask questions about an applicant's ability to perform specific job functions.
   - **May not** make an inquiry about a disability.
   - **May** make a job offer that is conditioned on satisfactory results of a **post-offer** medical examination or inquiry.

2. BASIC REQUIREMENTS ABOUT PRE-OFFER INQUIRIES:

   - An employer **may not** make a pre-employment inquiry about a disability or about the nature or severity of a disability:
     - On application forms (exception: for affirmative action purposes if voluntary).
     - In job interviews.
     - In background or reference checks.
   - An employer **may not** make any medical inquiry or conduct any medical examination before making a conditional offer of employment.
   - An employer **may** ask questions about a job applicant's ability to perform specific job functions, tasks, or duties, as long as these questions are not phrased in terms of a disability. Questions need not be limited to the "essential" functions of the job.
   - An employer **may** ask all applicants to describe or demonstrate how they will perform a job, with or without an accommodation.

3. QUESTIONS THAT MAY NOT BE ASKED IN JOB INTERVIEWS:

   - Have you ever had or been treated for any conditions or diseases? (Followed by a checklist of various conditions and diseases.)
   - Have you ever been treated for any mental condition?
   - Is there any **health-related** reason why you may not be able to perform the job for which you are applying?
   - How many days were you absent from work because of illness last year?

   (Pre-employment questions about illness may not be asked, because they may reveal the existence of a disability. However, an employer may provide information on its attendance requirements and ask if an

3. Continued

applicant will be able to meet these requirements.)

- Do you have any disabilities or impairments that may affect your performance in the position for which you are applying?

  (This question should not be asked even if the applicant is requested in a follow-up question to identify accommodations that would enable job performance. Inquiries should not focus on an applicant's disabilities. The applicant may be asked about **ability to perform** specific job functions and **how** they would be performed, with or without a reasonable accommodation.)

- Have you ever been treated for drug addiction or alcoholism?

  (Information may not be requested regarding treatment for drug or alcohol addiction, because the ADA protects people addicted to drugs who have been **successfully rehabilitated, or who are undergoing rehabilitation,** from discrimination based on drug addiction. The University's drug policy and standards for on-the-job alcohol consumption, on the other hand, can be covered.)

- Have you ever filed for workers' compensation insurance?

  (An employer may **not** ask about an applicant's workers' compensation history at the pre-offer stage but may obtain such information after making a conditional job offer. Such questions are prohibited because they are likely to reveal the existence of a disability. In addition, it is discriminatory under the ADA not to hire an individual with a disability because of speculation that the individual will cause increased workers' compensation costs.)

Information about an applicant's ability to perform job tasks, with or without accommodation, can be obtained through the application form and job interview. Other needed information may be obtained through medical inquiries or examinations conducted **after** a conditional offer of employment.

From: Technical Assistance Manual (Title I)
Americans With Disabilities Act
Equal Employment Opportunity Commission
January, 1992

STATE UNIVERSITY SYSTEM OF FLORIDA
UNIVERSITY OF FLORIDA
UNIVERSITY SUPPORT PERSONNEL SYSTEM
POSITION DESCRIPTION

CURRENT DESCRIPTIVE DATA		FOR COMPLETION BY PERSONNEL UPON FINAL ACTION	Position Number:
Please complete numbered items. Instructions are provided in hidden text.		Approved Class Title:	Approved Class Code:
1. Position Number: XXXXX	2. Requested Classification Action–New, Update, or Change: Update	Transaction:	Effective Date:
3. Class Code: 50004	4. Class Title: Senior Clerk		
5. University of Florida	6. V.P. Area:		
7. College/Office/Division:	8. Department:		
9. Section:	10. Subsection:		
11. City: Gainesville	12. County: Alachua	Signature of University Personnel Director	Date:

ASSIGNED DUTIES AND RESPONSIBILITIES

13. List in order of importance. Use additional sheets if necessary.

	Approximately % of time for each	Specific task
E	30%	Maintains leave records for all University employees. Inputs leave occurrences into the Central Leave system for each employee. Verfifies Leave Activity report for accuracy. Investigates questions pertaining to Central Leave and records for employees, and act as liaison between employees and UF Special Programs. Notifies supervisors of any special compensation balances or any other leave that has been accured in order that employee may use prior to end of year and avoid cash out. Keeps supervisors abreast of Personal Holidays so that employees can use and not lose prior to end of fiscal year.
E	20%	Types personnel transactions as directed by the clerical supervisor. Uses both personal computer and typewriter to process the various forms relating to central employment, records, payroll and other forms as necessary.
E	20%	Receives time cards from each clinic on time card due day; checks each time card for accuracy including addition totals and policy. Notifies each supervisor of any errors, missing signatures, missing leave applications, etc. Also checks leave applications for accuracy and appropriate signatures. When time card changes are made, notifies Office Manager of any changes that affects employee's pay.
E	20%	Acts as receptionist in the Personnel Office by assisting and routing visitors appropriately, answering the phone.
	5%	Types general correspondence for the Personnel staff, as well as for the Office Manager. Uses dictation equipment to accomplish this, if needed.
	5%	Other duties as assigned.

"E" indicates Essential Functions, which are the functions that this position exists to perform. Any incumbent in this position must be able to perform all these essential fundamental duties, with or without reasonable accomodations. Management retains the right to modify or add duties at any time.

CAMPUS RESOURCES

IF YOU HAVE QUESTIONS ABOUT:	CALL:
1. Facilities and Accessibility	Facilities Planning 232 Stadium 392-1256
2. Essential Functions	a. Classification and Compensation 326 Stadium 392-1213 b. Your Satellite Office Health Center 392-3786 / IFAS 392-4777 / PPD/E&G/AUX 392-2333
3. Employment or Interviewing Concern	a. Central Employment Center 4th Floor Stadium 392-4621 b. Your Satellite Office Health Center 392-3786 / IFAS 392-4777 / PPD/E&G/AUX 392-2333
4. Pre-Employment Physicals	Environmental Health and Safety 317 Nuclear Sciences Center 392-1591
5. EEO Concerns and Questions	Office of Affirmative Action 352 Tigert Hall 392-6004
6. Certified Interpreters for the Hearing Impaired/All Student Related Matters	Office of Student Services, Disabled Student Affairs 205 Peabody Hall 392-1261

University of Florida OFFICE FOR STUDENT SERVICES Division of Student Affairs

MEMORANDUM

To: Gene Hemp, Art Sandeen, Gerald Schaffer,Helen Mamarchev, Mike Rollo, Bob Cremer, Scott Sloan, Dennis Calfee, Sheila Endicott, Jack Fry, Jim Grimm, Mark Hale, Wayne Daniels, Karen Fooks, Boyd Kellett, Dave Kratzer, Myra Morgan, Bob Bell, Gary Brien, Carol Turner

From: Kenneth Osfield
Assistant Dean for Student Services

Date: January 30, 1992

Re: Program Announcement

The following program announcement is being provided as an FYI! I strongly urge anyone responsible for furniture purchases to attend this workshop or have a representative attend. At present, furniture is being purchased that does not meet current or past codes for access; especially classroom, reception areas, computer labs, labs, libraries, study areas, dining areas, break rooms, information desks, etc...

Each year my office receives numerous complaints about furniture not conforming to access codes. It is important that any new furniture purchases take access into consideration.

Please pass this information along to others you know who are responsible for furniture purchases. If there are any questions, give me a call.

cc: comm on persons with disabilitv file

Third Bi-Annual Luncheon
for Architects/Designers/Consumers
Friday, February 21, 1992
Santa Fe Community College, Downtown Campus
401 N.E. 6th Street, Room 131

Luncheon: 11:30 - 12:30 p.m. *Presentation: 12:30 - 2:30 p.m.*
Topic: Americans with Disabilities Act and Adjustable Furniture

Presentation Harpers Manufacturing Company and Ergo Data Adjustable furniture for a solution of disabilities and carpal tunnel syndrome

A mock-up of furniture will be there for a hands on demonstration. Visual aids and a lecture will be given to help you gain a better understanding of the problems related to the disabled worker

THIS IS YOUR OPPORTUNITY TO NETWORK Please RSVP 378-2577 ANY CAPITAL by noon, Tuesday, February 18th. Bring a friend or guest

This event will be sponsored by Central Florida Office Supply, and we will be happy to provide you with additional information following the program

UNIVERSITY OF FLORIDA
COLLEGE OF HEALTH RELATED PROFESSIONS

DEPARTMENT OF OCCUPATIONAL THERAPY
BOX J-164
J. HILLIS MILLER HEALTH CENTER
GAINESVILLE, FLORIDA 32610

PHONE: 904 • 392-2617

MEMORANDUM

TO: Ken Osfield, Assistant Dean
Disabled Student Affairs
P202 Peabody (Campus)

FROM: Kay F. Walker, PhD, OTR/L, FAOTA
Chairperson and Associate Professor

SUBJECT: Presentation

DATE: August 28, 1992

Thank you for agreeing to discuss "ADA and the University Student" with occupational therapy faculty on September 16, 1992. As we discussed, the meeting is in DG127 at 12:50 p.m. We look forward to your discussion and appreciate your taking time to share your expertise with us.

/vm

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Office of the Dean
College of Liberal Arts & Sciences
University of Florida

2014 Turlington Hall • Gainesville, Florida 32611 • TEL: (904) 392-0780 • FAX: (904) 392-3584

28 October 1992

MEMORANDUM

To: CLAS Department Chairs and Program Directors

From: Willard W. Harrison
Dean

Re: ADA Follow-up Meeting

There will be a follow-up discussion of the Americans with Disabilities Act on Thursday, November 5 at 9:30am in 2014 Turlington (the Dean's Conference Room). Ken Osfield of Student Services will be available to answer any questions you may have.

/kp

UNIVERSITY OF
FLORIDA

College of Business Administration
W. Andrew McCollough, Associate Dean

109 Bryan Hall * Gainesville, Florida 32611-2017
Office (904) 392-8436, ext. 1223 * FAX (904) 392-2086

November 16, 1992

MEMORANDUM

TO: Kenneth Osfield

FROM: W. Andrew McCollough

SUBJECT: Implementation of ADA

This is to confirm our invitation for you to speak to the faculty of the College of Business Administration for approximately 15 minutes at our next Faculty Meeting. That meeting is scheduled for January 15, 1993, from 2:00-4:00 p.m. in BUS 102. Your presentation will be one of the first items on the agenda, so please arrive by 2:00 p.m. Thank you for the input and support you will provide for us.

WAM:111392.2/TXTSAH

cc: Renee Mathis

Equal Opportunity/Affirmative Action Institution

J. WAYNE REITZ UNION
UNIVERSITY OF FLORIDA

Maintenance/Productions/Housekeeping
Reitz Union B - 35
Gainesville, Florida 32611 - 2042
(904) 392-1614 392-1614
Fax 392-5100

To: Robert Bell, PPD
Marvin Feagle, Housing
James Windham, IFAS
Bill Properzio, EH&S
Ken Osfield, Stu Aff

From: Pat Day, Reitz Union
Subject: ADA Workshop by Bureau of Codes & Standards
Date: April 9, 1992

Personnel from the Bureau of Codes & Standards have been conducting ADA workshops throughout the state for the past several months. This is to advise you that, beginning at 1pm on May 5, 1992, one of these sessions will be held in Rion Ballroom B of the Reitz Union.

This session will be advertised locally and by direct mail by the Bureau but I wanted to give you as much notice as possible that one of these sessions is to be held in Gainesville.

There is no charge for the session, but neither will there be advanced registration nor reserve seating. Please advise interested persons in your department.

cc: Ron Taylor - Liebtag, Robinson & Wingfield
Skip Ingly - Ingly, Campbell & Moses
Jerry Miller - H.M. Long & Associates
Page Poole - Moore, May, Graham, Brame, & Poole
Eugene Davis
Lewis Browm
John Spence - Spence & Associates

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

FLORIDA MUSEUM OF NATURAL HISTORY

GAINESVILLE

PETER BENNETT, Ph D
Director

RESEARCH • EXHIBITS • EDUCATION

UNIVERSITY OF FLORIDA
904/392-6562

October 16, 1992

MEMORANDUM

TO: Mr. Ken Osfield
Assistant Dean

FROM: Graig D. Shaak
Associate Director

RE: Museum Executive Committee Meeting

Thank you for agreeing to join us on Tuesday, October 27, 1992 at 10:00 a.m. to discuss the ADA self-evaluation report. Please enter the museum at the Museum Road level, check in with the receptionist, and she will locate me to greet you.

GDS:st

MEMORANDA

Memo: Outline of A.D.A. Self Evaluation Procedure
Memo: Academic Self Evaluation Procedure
Memo: Academic Self Evaluation Questions
Memo: Academic Self Evaluation Information

UNIVERSITY OF FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

MEMORANDUM

To: Gerald Schaffer, Dave Kratzer, Lionel Dubay, Jeremy Foley, Paul Newman, Barbara Fincher, Bill Kolb, Mary Carnegie, Jim Archer, Jim Grimm, Wayne Wallace, Jeff Lewis, D. Legler, Richard Gutekunst, Allen Neims, R. Dierks, J. Davidson, Madelyn Lockhart, Jeaninne Webb, Jackie Hart, Dale Cane , Mark Hale, Scott Sloan, Robert Cremer, Bill Porperzio, Charles Williams, Gary Brien, Isis Carbajal de Garcia, Budd Bishop, Peter Bennett, David Challoner, Karen Fooks, Steve Lehane, Boyd Kellett, Shelli Herman, Betty Taylor, Ted Srygley, Patrick Bird, Deans and Directors

From: Kenneth Osfield
Assistant Dean for Student Services
504 Compliance Officer
ADA Coordinator

Date: August 30, 1992 (updated from 8-7-92)

Subject: Americans with Disabilities Act (ADA) - Self-Evaluation

As the University of Florida's 504 Compliance Officer and the ADA coordinator, it is my responsibility to ensure that all policies, programs and services at the University of Florida are accessible to persons with disabilities.

Under the ADA, the University is required to perform a self-evaluation of all policies, programs and services. I need your assistance in order to complete the self-evaluation and I am requesting that you complete a self-evaluation of your policies, programs and services. During the process, my office will provide any assistance needed to assist you in carrying out your self-evaluation.

What is the self-evaluation? How do you go about the process? I have included information to help with those questions.

The University, as a Title II (II-8.1000) institution under the ADA, is required to --

1. Develop a grievance procedure;
2. Designate an individual to oversee title II compliance;
3. Develop a transition plan if structural changes are necessary for achieving program accessibility; and
4. Retain the self-evaluation for three years.

What should the self-evaluation contain? A self-evaluation is a public entity's assessment of its current policies and practices. The self-evaluation identifies and corrects those

Equal Opportunity/Affirmative Action Institution

policies and practices that are inconsistent with title II's requirements. As part of the self-evaluation, a public entity should:

1. Identify all of the public entity's programs, activities, and services; and
2. Review all the policies and practices that govern the administration of the public entity's programs, activities, and services.

Once a public entity has identified its policies and practices, it should analyze whether these policies and practices adversely affect the full participation of individuals with disabilities in its programs, activities, and services. In this regard, a public entity should be mindful that although its policies and practices may appear harmless, they may result in denying individuals with disabilities the full participation of its programs, activities, or services. Areas that need careful examination include the following:

1. A public entity must examine each program to determine whether any physical barriers to access exist. It should identify steps that need to be taken to enable these programs to be made accessible when viewed in their entirety. If structural changes are necessary, they should be included in the transition plan.
2. A public entity must review its policies and practices to determine whether any exclude or limit the participation of individuals with disabilities in its programs, activities, or services. Such policies or practices must be modified, unless they are necessary for the operation or provision of the program, service, or activity. The self-evaluation should identify policy modifications to be implemented and include complete justifications for any exclusionary or limiting policies that will not be modified.
3. A public entity should review its policies to ensure that it communicates with applicants, participants, and members of the public with disabilities in a manner that is as effective as its communications with others. All publications used in programs, activities, or services need to be available in alternate format, upon request, to individuals with print related disabilities (visual impairment or learning disabled). If a public entity communicates with applicants and beneficiaries by telephone, it should ensure that TDD's or equally effective telecommunication systems are used to communicate with individuals with impaired hearing or speech. Finally, if a public entity provides telephone emergency services, it should review its policies to ensure direct access to individuals who use TDD's and computer modems.
4. A public entity should review its policies to ensure that they include provisions for readers for individuals with visual impairments; interpreters or other alternative communication measures, as appropriate, for individuals with hearing impairments; and amanuenses for individuals with manual impairments. A method for securing these services should be developed, including guidance on when and where these services will be provided. Where equipment is used as part of a public entity's program, activity, or service, an assessment should be made to ensure that the equipment is usable by individuals with disabilities, particularly individuals with hearing, visual, and manual impairments. In addition, a public entity should have policies that ensure that its equipment is maintained in operable working order.
5. A review should be made of the procedures to evacuate individuals with disabilities during an emergency. This may require the installation of visual and audible warning signals and special procedures for assisting individuals with disabilities from a facility during an emergency.
6. A review should be conducted of a public entity's written and audio-visual materials to ensure that individuals with disabilities are not portrayed in an offensive or demeaning manner.

7. If a public entity operates historic preservation programs, it should review its policies to ensure that it gives priority to methods that provide physical access to individuals with disabilities.
8. A public entity should review its policies to ensure that its decisions concerning a fundamental alteration in the nature of a program, activity, or service, or a decision that an undue financial and administrative burden will be imposed by title II, are made properly and expeditiously.
9. A public entity should review its policies and procedures to ensure that individuals with mobility impairments are provided access to public meetings.
10. A public entity should review its employment practices to ensure that they comply with other applicable nondiscrimination requirements, including section 504 of the Rehabilitation Act and the ADA regulation issued by the Equal Employment Opportunity Commission.
11. A public entity should review its building and construction policies to ensure that the construction of each new facility or part of a facility, or the alteration of existing facilities after January 26, 1992, conforms to the standards designated under the title II regulation.
12. A review should be made to ascertain whether measures have been taken to ensure that employees of a public entity are familiar with the policies and practices for the full participation of individuals with disabilities. If appropriate, training should be provided to employees.
13. If a public entity limits or denies participation in its programs, activities, or services based on drug usage, it should make sure that such policies do not discriminate against former drug users, as opposed to individuals who are currently engaged in illegal use of drugs.

When structural modifications are required to achieve program accessibility, a public entity must do a transition plan that provides for the removal of these barriers. Any structural modifications must be completed as expeditiously as possible, but, in any event, by January 26, 1995.

The Committee on Persons with Disabilities, a University Senate committee, will be holding its first meeting for 1992-93 on September 9, 1992, at 10:00 a.m. in room P-202 Peabody Hall. The topic of this first meeting will be the ADA self-evaluation. To help you in the self-evaluation, I am asking that you appoint someone to coordinate your area's ADA self-evaluation and that, that person attend this important meeting. Please call my office to confirm who will be attending (2-1261). If attending this meeting is not possible, we will be available for private consultation; please call to set up an appointment.

In order for my office to complete the University self-evaluation, I will need to have the individual evaluations submitted to me by October 30, 1992. If there are any questions, or if you need any assistance, please give me a call.

cc: A. Sandeen
A. Sorensen
J. Scott

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville FL 32611-2058
(904) 392-1261
(TTY or Voice)

MEMORANDUM

To: Gerald Schaffer, Dave Kratzer, Lionel Dubay, Jeremy Foley, Paul Newman, Barbara Fincher, Bill Kolb, Mary Carnegie, Jim Archer, Jim Grimm, Wayne Wallace, Jeff Lewis, D. Legler, Richard Gutekunst, Allen Neims, R. Dierks, G. Zachariah, Madelyn Lockhart, Jeaninne Webb, Jackie Hart, Dale Canelas, Mark Hale, Scott Sloan, Robert Cremer, Bill Porperzio, Charles Williams, Gary Brien, Isis Carbajal de Garcia, Budd Bishop, Peter Bennett, David Challoner, Karen Fooks, Steve Lehane, Boyd Kellett

From: Kenneth Osfield
Assistant Dean for Student Services
504 Compliance Officer
ADA Coordinator

Date: August 7, 1992

Subject: Americans with Disabilities Act (ADA) - Self-Evaluation

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What is the self-evaluation? How do you go about the process? I have included information to help with those questions.

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EOA

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In order for my office to complete the University self-evaluation, I will need to have the individual evaluations **submitted** to me **by** October 30, 1992. If there are any questions, or if you need any assistance, please give me a call.

cc: A. Sandeen
A. Sorensen
J. Scott

UNIVERSITY OF FLORIDA

Office of the Provost
and Vice President for Academic Affairs

235 Tigert Hall
Gainesville, Florida 32611-2073

September 30, 1992

MEMORANDUM

TO: Council of Academic Deans

FROM: Andrew A. Sorensen, Provost

SUBJECT: Americans with Disabilities Act
Self-Evaluation Report - Due January 26, 1993

On July 26, 1990 the Americans with Disabilities Act was signed into law by President George Bush. The University is covered by that legislation under Title II. As a Title II institution, we are required to provide equal access for people with disabilities to all programs, services, and activities offered by the University.

As part of the requirements under the ADA, the University is also required to submit a transition plan for areas not accessible (due by July 26, 1992) and a Self-Evaluation of all programs, services, activities and facilities. The Self-Evaluation is due on January 26, 1993.

I have appointed Dr. Jacquelyn Hart and Mr. Kenneth Osfield to oversee various aspects of the Self-Evaluation. Dr. Hart will be responsible for all aspects of employment and Mr. Osfield will be responsible for coordinating the Self-Evaluation. Both will need the assistance of all Deans and Directors.

Attached is a list of questions that each college and department need to address. Please submit all reports to Mr. Kenneth Osfield, Assistant Dean for Student Services, Office for Student Services, P202 Peabody Hall (2-1261). If you are in need of any special assistance, please call Ken and he will provide 1-1 support or present information on the ADA to your department.

Thank you for assistance with this very important project.

cc: Dr. J. Hart
Mr. Ken Osfield

805

Telephone: (904) 392-2404 Suncom: 622-2404 Telefax: (904) 392-8735 Bitnet: SORENSEN@NERVM

Equal Employment Opportunity/Affirmative Action Employer

UNIVERSITY OF
FLORIDA

OFFICE OF STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

MEMORANDUM

To: Andrew Sorensen
Deans and Directors

From: Kenneth Osfield
Assistant Dean for Student Services

Date: October 1, 1992

Subject: Americans with Disabilities Act Self-Evaluation
Academic Affairs Questions

I have been asked to coordinate the University of Florida's Self-Evaluation, which is a requirement of the Americans with Disabilities Act. In order to complete that Self-Evaluation, I need your assistance. Please answer all questions that are applicable to your specific program. List question, followed by complete answer. Please return to the Office for Student Services by November 11, 1992. Submit one typed hard copy and if possible, one copy on computer disk. (Computer disk information -- for IBM -- if document is Word Perfect submit as is, if document is other than Word Perfect, submit as an ASCI text file. For Macintosh -- submit in any format.) I am available for one-on-one consultation and group presentations. If there are any questions, or if you would like to schedule a meeting please contact Ken Osfield at 2-1261.

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

(2) If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

(4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

(27) Discuss the procedures and schedule for a deparment, by-deparment review of all academic programs and activities of the institution to determine or identify factors including the following:

(A) whether or not there are any degree requirements or course requirements

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(including prerequisites) that discriminate on the basis of disability or have the effect of so discriminating;

(B) the extent to which alternate testing processes are necessary to eliminate discrimination in testing and evaluation of student ability and achievement;

(C) those off-campus activities or excursions related to a course or a degree requirement that would require accommodation for students with mobility impairments;

(D) those off-campus programs (e.g., student teaching, internships) that are related to a course or degree requirement and must include opportunities that are, as a whole, equal to those of nondisabled students;

(E) policies or practices related to library or reading room use, special reading collections of a department, and reserved reading materials;

(F) practices related to professors' office hours, and any arrangements that may be required to offer students with mobility impairments equal access during office hours;

(C) policies and practices related to student participation in research;

(H) inaccessible facilities that must be used by students;

(I) any special equipment or devices that may require adaptation for use by students with certain disabilities;

(J) any special teaching techniques that may require adaptation due to emphasis on visual or oral presentation, or involve mobility on the part of students; and

(K) all policies, procedures and practices of the department, as reflected in written documents related to degree requirements, course requirements, the process of assigning students to courses, course descriptions, curriculum guides that outline the content and instructional methodologies of courses, and other similar materials.

(28) In addition to the department-by-department analysis in (27), which may be conducted by department chairpersons alone, describe steps that will be taken to make certain that all academic administrators and faculty members are informed periodically of requirements contained in section 504 and ADA, including the following:

(A) that no student may be excluded from any course or any course of study solely on the basis of disability;

(B) that modifications in degree or course requirements may be necessary to meet the requirements of some students with disabilities (include examples);

(C) that prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some students with disabilities;

(D that auxiliary aids must be permitted in the classroom when they are required to ensure the full participation of students with disabilities;

(E) that alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured);

(F) that classes may have to be rescheduled to permit access for students with mobility impairments;

(G) that special equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases; and

(H) that it is discriminatory to counsel students with disabilities toward more restrictive careers than nondisabled students, unless such counsel is based on strict licensing or certification requirements in a profession.

(29) Describe the steps that will be taken to make certain that students (including those with sight or hearing impairments) are informed periodically of requirements contained in section 504 and ADA and of modifications or adjustments that will be made for individual students with disabilities, including:

(A) that no one may be excluded from any course, or course of study, on account of disability;

(B) that classes will be rescheduled for students with mobility impairments if they are scheduled for inaccessible classrooms;

(C) that academic degree or course requirements may be modified in certain instances to ensure full participation by students with disabilities;

(D) that alternate methods of testing and evaluation are available in all courses offered by the institution for students with requirements for such methods;

(E) that auxiliary aids are made available by the institution for students with impaired sensory, manual, or speaking skills; and

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

MEMORANDUM

To: Andrew Sorensen

From: Kenneth Osfield

Date: August 30, 1992

Subject: ADA Self-Evaluation

In order for me to complete the required Americans with Disabilities Act (ADA) Self-Evaluation, which is due January 26, 1993, I need specific pieces of information from various areas on campus. One of the most important areas are the colleges and other academic areas.

I have attached a copy of the questions (questions 1-4, 27-29) that need to be addressed by all the academic areas. If you approve of me going forward with this, then I would appreciate your sending the questions to all your academic Deans. I am also available to address the Council of Academic Deans if you feel it is appropriate. Isis Carbajal de Garcia is also available to assist me in any presentation on the ADA Self-Evaluation.

I look forward to our meeting on September 2, 1992, at which time I will be pleased to fill you in on what I have been doing with the ADA Transition Plan and Self-Evaluation.

I look forward to your input on this very important report.

cc: ADA file

PETITIONS

State Guidelines
Memo: Approval of University Guidelines
Petitions Process
Memo: Dentistry School Petition Process
Memo: Graduate School Petition Process
Memo: Law School Petition Process
Application for Admission
Memo: Graduate School Petitions Committee
Memo: Application Process for Students with Learning Disabilities
Communications from Student Services Regarding Petitions
Admissions Denial Letter to Students with Learning Disabilities
Course Work Petition Form
Site Visit Confirmation Letter

State Guidelines

1991 State Board of Education, Board of Regents

6C-6.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities.

(1) A university shall provide reasonable substitution or modification for any requirement for admission into an undergraduate or graduate program of study, or for entry into the upper division, or for graduation for any student who is hearing impaired, visually impaired, or dyslexic, or who has a specific learning disability where documentation can be provided that the student's failure to meet the requirement does not constitute a fundamental alteration in the nature of the program.

(2) In determining whether to grant a substitution or modification, a university will consider pertinent documents including, but not limited to, a physician's statement, vocational rehabilitation records, and school records maintained as a result of the exceptional child provisions of Public Law 94-142. The State Board of Education has prescribed in Rule 6A-10.041, FAC, the definitions of disabilities to which this Rule 6C-6.018 applies, and each university will provide the student the opportunity to present evidence to support his or her disabilities, and an appeals process.

Specific Authority 240.209(1), (3)(p) FS. Law Implemented 240.209(1), 240.152, 240.153 FS. History-New 4-20-87, Amended 9-15-91.

Ch 240. F. S. 1989. Postsecondary Education

240.152 Impaired and learning disabled persons; admission to postsecondary institutions; substitute requirements; rules.

Any person who is hearing impaired, visually impaired, dyslexic, or who has a specific learning disability shall be eligible for reasonable substitution for any requirement for admission to a state university, community college, or postsecondary vocational institution where documentation can be provided that the person's failure to meet the admission requirement is related to the disability. The State Board of Education, the Board of Regents, and the State Board of Community Colleges shall adopt rules to implement this section and shall develop substitute admission requirements where appropriate. History-s. 1, ch. 86-194.

240.153 Impaired and learning disabled persons; graduation, study program admission, and upper division entry; substitute requirements; rules.

Any student in a state university, community college, or postsecondary vocational institution who is hearing impaired, visually impaired, dyslexic, or who has a specific learning disability shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into upper division where documentation can be provided that the person's failure to meet the requirement is related to the disability and where the failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program. The State Board of Education, the Board of Regents, and the State Board of Community Colleges shall adopt rules to implement this section and shall develop substitute requirements where appropriate. History-s. 2, ch. 86-194.

UNIVERSITY OF FLORIDA

Office of the Provost
and Vice President for Academic Affairs

235 Tigert Hall
Gainesville, Florida 32611-2073

May 8, 1992

Mr. Kenneth Osfield
Assistant Dean for Student Services
504 Compliance Officer
P202 PEABODY HALL
CAMPUS MAIL

Dear Ken:

I have reviewed your draft of the "Petitions Process for Students with Disabilities in Accordance with Board of Regents Rule 6C-6.018," and find it appropriate and acceptable.

Thank you for your work on this important matter.

Sincerely,

Andrew A. Sorensen
Provost

AAS/ltb

812

Telephone: (904) 392-2404 Suncom: 622-2404 Telefax: (904) 392-8735 Bitnet: SORENSEN@NERVM

Equal Employment Opportunity/Affirmative Action Employer

University of Florida
Petitions Process for Students with Disabilities
In accordance with Board of Regents Rule 6C-6.018

I. Special Subcommittee of the Student Admissions Committee
(Freshmen, lower division, and upper division)

Committee membership

Chair Director of Programs and Services for Students with Disabilities (Ex-Officio)
Director of Admissions or his/her representative
General Counsel representative
Dean/Director, or representative of college or program being petitioned (Upper Division only)
Expert within the field of the disability in question.

Committee responsibility

This committee will be called together on an ad-hoc basis to review requests for substitution to admission requirements (freshmen, lower division, and upper division), substitution for graduation requirements, and admission denials for freshmen, lower division and upper division.

II. Undergraduate Admissions

Freshman and lower division transfer applicants who self-identify will be reviewed in the normal manner. If sufficient documentation is included with the application material and normal procedures would indicate a denial decision, the application will automatically be sent through the appeal process documented below. If documentation is not submitted initially, and the student is denied, the denial letter will notify the student of the appeal process.

The applicant who begins the appeal process will be advised that they need to supply the Admissions Office with documentation of the disability, with a statement of how the disability may have had an impact on grade point average, standardized test results or selection of curriculum. This statement may be supplied by letter or in person if desired. The documentation and information will be forwarded to the Assistant Dean for Student Services, responsible for Programs and Services for Students with Disabilities, who will have the information reviewed by a committee which includes a faculty member who is knowledgeable about the type of disability, a representative from the Office of Admissions, a representative from the General Counsel's Office and the Assistant Dean for Student Services. The committee will review the materials provided by the student and make recommendations regarding appropriate substitution or modification of requirements. The recommendations will be reviewed by the University Admissions Committee to determine the appropriate action on the request for admission.

If admitted, the student will be so advised, with specification of any conditions which may be imposed. If the Admissions Committee denies admission, the student will be notified that the entire record, including the documentation of the disability, was reviewed and that we are unable to offer admission.

III. Upper Division Admissions

Upper division applicants who self-identify will be reviewed in the normal manner. If sufficient documentation is included with the application material and normal procedures would indicate a denial decision, the application will automatically be sent through the

appeal process documented below. If documentation is not submitted initially, and the student is denied, the denial letter will notify the student of the appeal process.

The applicant who begins the appeal process will be advised that they need to supply the Upper Division Program with documentation of the disability, with a statement of how the disability may have had an impact on grade point average, or selection of curriculum. This statement may be supplied by letter or in person if desired. The documentation and information will be forwarded to the Assistant Dean for Student Services, responsible for Programs and Services for Students with Disabilities, who will have the information reviewed by a committee which includes a faculty member who is knowledgeable about the type of disability, a representative from the Office of Admissions, a representative from the General Counsel's Office, a representative from the upper division program, and the Assistant Dean for Student Services. The committee will review the materials provided by the student and make recommendations regarding appropriate substitution or modification of requirements. The recommendations will be reviewed by the University Admissions Committee to determine the appropriate action on the request for admission.

If admitted, the student will be so advised, with specification of any conditions which may be imposed. If the Admissions Committee denies admission, the student will be notified that the entire record, including the documentation of the disability, was reviewed and that we are unable to offer admission.

IV. Graduate School Admissions

Any graduate student with a self disclosed disability, as listed under Florida Statutes 240.152-240.153 and the Board of Regents Rule 6C-6.018, may request a hearing before the Graduate School Petitions Committee if it is felt that the student's disability is related to their failure to meet entrance requirements and they were subsequently denied admission to a graduate program. Upon receipt of the student's petition, the committee will be convened to review the petition, to allow the student and the department to to submit documentation relating to the student's disability and the department's decision, and to take statements from the student, faculty, departmental admissions committee, or others as requested. Consultation with persons having special expertise related to the specific case will be utilized when appropriate. The composition of the Petitions Committee is the Assistant Dean for Student Services/Programs and Services for Students with Disabilities (Mr. Ken Osfield), General Counsel's Office (Ms. Isis Carbajal de Garcia), Undergraduate Admissions Director or Representative (Mr. William Kolb), and the Dean of the Graduate School.

HEALTH SCIENCE CENTER • UNIVERSITY OF FLORIDA • GAINESVILLE
COLLEGE OF DENTISTRY
OFFICE OF ADMISSIONS
PO Box 100445
zip 32610-0445
area code 904 392-4656

August 11, 1992

MEMORANDUM

TO: Mr. Kenneth Osfield, Assistant Dean for Student Services

FROM: Dr. Carroll G. Bennett, Director of Admissions

SUBJECT: Admissions Petition Process for Students with Disabilities

Attached is a copy of the statement for the College of Dentistry which represents the petition policy for students with disabilities. This has been approved by Dean Legler and Associate Dean Kehoe. This can be included in your handbook describing the process for the University of Florida.

If we can be of any further help please don't hesitate to contact me.

CGB/glu
cc: Dean Legler
Dr. Kehoe

College of Dentistry Petition Process

Any dental school candidate with a self disclosed disability, as listed under Florida Statutes 240.152-240.153 and the Board of Regents Rule 6C-6.018, may request a hearing before the College of Dentistry Petitions Committee if it is felt that the student's disability is related to their failure to meet entrance requirements and they were subsequently denied admission to the dental program. Upon receipt of the student's petition, the committee will be convened to review the petition, to allow the student and the college to submit documentation relating to the student's disability and the college's decision, and to take statements from the student, faculty, college admissions committee, or others as requested. Consultation with persons having special expertise related to the specific case will be utilized when appropriate. The composition of the Petitions Committee is the Assistant Dean for Student Services/Programs and Services for Students with Disabilities (Mr. Ken Osfield), General Counsel's Office (Ms. Isis Carbajal de Garcia), Dental Admissions Director or Representative, and the Dean of the College of Dentistry or his representative.

UNIVERSITY OF FLORIDA

GAINESVILLE, 32611-2037

THE GRADUATE SCHOOL
Office of the Dean

280 Grinter Hall
904/392-4646
Fax No. 904/392-3773

April 30, 1992

Mr. Kenneth Osfield
Assistant Dean for Student Services
P202 Peabody Hall
Campus

Dear Mr. Osfield:

The petitions process for students with hearing impairment, visual impairment and learning disabilities will be as follows.

> Any graduate student with a self disclosed disability, as listed under Florida Statutes 240.152-240.153 and the Board of Regents Rule 6C-6.018, may request a hearing before the Graduate School Petitions Committee if it is felt that the student's disability is related to their failure to meet entrance requirements and they were subsequently denied admission to a graduate program. Upon receipt of the student's petition, the committee will be convened to review the petition, to allow the student and the department to submit documentation relating to the student's disability and the department's decision, and to take statements from the student, faculty, departmental admissions committee, or others as requested. Consultation with persons having special expertise related to the specific case will be utilized when appropriate. The composition of the Petitions Committee is Mr. Ken Osfield, Ms. Isis Carbajal de Garcia, Dr. Eileer Fennell, Mr. William Kolb, and the Dean of the Graduate School.

Please let me know if you have any questions.

Sincerely,

Madelyn Lockhart

Madelyn M. Lockhart
Dean, Graduate School

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

COLLEGE OF LAW
UNIVERSITY OF FLORIDA
Gainesville, Florida 32611-2038
(904) 392-9238

Dennis A. Calfee
Associate Dean

MEMORANDUM

July 17, 1992

TO: Ken Osfield

FROM: Dennis Calfee

RE: Florida Administrative Rule 6C-6.018 - Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and Graduation by Students with Disabilities

I would appreciate any comments you might have on the proposed admissions policy listed below.

The College of Law provides reasonable substitution or modification for any requirement for admission into or graduation from the College of Law for any student who is hearing impaired, visually impaired, or dyslexic, or who has a specific learning disability where documentation can be provided that the student's failure to meet the requirement is related to the disability and does not constitute a fundamental alteration in the nature of our program. Each of the enumerated disabilities is defined in Rule 6A-10.041 of the Florida Administrative Code.

In determining whether to grant a substitution or modification in the requirements for admission to the College of Law, the Admissions Committee will consider pertinent documents including, but not limited to, a physician's statement, vocational rehabilitation records, and school records maintained as a result of the exceptional child provisions of Public Law 94-142.

Any law school applicant with a disability described in Rule 6C-6.018 who is denied admission may, within 30 days of the date of denial, petition the Admissions Committee for reconsideration of their application for admission. If the petition for reconsideration is denied, that student may, within 30 days of the date of the denial of the petition for reconsideration, make a written appeal of the denial of the petition for reconsideration to the Law School Disability Admissions Appeal Committee. Upon receipt of the student's written petition, the Committee will be convened to review the decision of the Admissions Committee. The Law School Disability Admissions Appeal Committee will be composed of the Chairman of the College of Law Admissions Committee, an Associate Dean, and one faculty member selected by the Dean of the College of Law.

Equal Employment Opportunity/Affirmative Action Employer

Application for Admission

State University System of Florida

Entering Freshman or Undergraduate Transfer

Attach here your $20 check or money order (U.S. Currency), made payable to the university you marked below. This is a **NON-REFUNDABLE** application fee. Your application will not be processed if it is omitted and may be returned. (Do not send cash.)

Please read carefully before completing application.

You may use this form to apply as an entering freshman or an undergraduate transfer to any one of the universities within the State University System of Florida (listed below). Each university enrolls students at the freshman, sophomore, junior, senior and graduate level. Check the appropriate box. If you wish to apply to more than one university, a separate application and fee must be submitted to each institution along with the other documents required.

- ☐ Florida A&M University, Tallahassee, FL 32307-0077
- ☐ Florida Atlantic University, Boca Raton, FL 33431-0991
- ☐ Florida International University, Miami, FL 33199
- ☐ Florida State University, Box 5000, Tallahassee, FL 32314
- ☐ University of Central Florida, Orlando, FL 32816-0114
- ☐ University of Florida, Box 2946, Gainesville, FL 32602-2946
- ☐ University of North Florida, Jacksonville, FL 32216-6699
- ☐ University of South Florida, Tampa, FL 33620-6900
- ☐ USF/New College, Sarasota, FL 34243-2197
- ☐ University of West Florida, Pensacola, FL 32514-5750

- If applicable, enter name of Center/Branch/Regional/Area Campus _____
- Have you previously submitted an application to this university? ☐ No ☐ Yes. Term _____, Year _____
- Have you ever attended this university? ☐ No ☐ Yes. From _____, 19____ to _____, 19____

ADMISSION APPLICATION PROCEDURES

In order to apply for admission, you must provide the following documents before the admission application deadline of the university to which you are applying (marked above). Application for admission will not be processed more than one year in advance of the date for which entrance is sought. Contact each university for its admission requirements and deadlines as well as other pertinent information necessary to complete this form.

1. APPLICATION FOR ADMISSION

This Application for Admission form must be accompanied by your $20 non-refundable application fee (check or money order U.S. Currency only). **This form must be completed in full.** Please note the following instructions.

- You must have a U.S. Social Security Number entered in #1. This is your official student number. Contact your nearest U.S. Social Security Office to apply for a number, if necessary, before submitting this form. (International students are exempt from having to provide a U.S. Social Security number only if you are ineligible to apply for one.)
- If you graduated from a Florida Public High School after July 1, 1988, you must enter your Florida Student Number ID (available from your high school counselor).
- Make sure your application is signed on page 3 and in the appropriate place on page 4.
- The Florida Residency Statement on page 4 must be completed and signed if you are claiming state residency.

2. OFFICIAL TRANSCRIPTS

The following transcripts must be sent to the Office of Admissions at the university address you checked above.

- If you are a beginning freshman or transfer applicant with less than 60 sem. hrs. of transferable academic credit, ask your high school to forward your official secondary school record.
- If you have attended any institution(s) of higher education (including dual enrollment), ask **each** institution to forward a transcript of your academic record. Transcripts must be mailed directly from the institution or forwarded electronically.
- If you completed high school by GED, you must provide an official copy of your test scores (as well as a partial high school transcript).

Please Note: As you request transcripts, provide your Social Security number, Florida Student Number ID (if you graduated from a Florida Public School after July 1, 1988) and the name(s) you used while attending that institution. Ask that your Social Security number and correct name be added to your official transcript. Official copies of all transcripts and test scores must be sent directly to the Office of Admissions and become the sole property of the University.

3. ADMISSION TEST SCORES

It is your responsibility to make the necessary arrangements to take the appropriate tests. Contact your school counseling office.

- ACT or SAT scores are required if you are seeking admission as a freshman or transfer with less than 60 semester hours of transferable academic credit. Have the official test scores forwarded directly to the university by the testing agency.
- Education majors seeking formal admission to the State Approved Program of Teacher Education must submit ACT or SAT scores even if entering the upper division.
- TOEFL - Applicants whose native language is not English may be required to take the Test of English as a Foreign Language (TOEFL) and have their scores submitted by the Educational Testing Service.

All institutions within the State University System of Florida encourage admission applications from qualified students regardless of sex, culture, race, religion, ethnic background or disability.

revised 1992

COMPLETE EACH ITEM. Incomplete forms will be returned without processing. Enter dates as follows: 09/01/81 for Sept. 5, 1981. PRINT IN INK.

Do not write shaded area

1. ___-___-____ U.S. Social Security Number ____ Florida Student Number I.D.

Last Name ____ Jr, III, etc.

First Name

Middle or Maiden Name

2. For which term, in which year, do you now seek admission?

- ☐ August, 19__
- ☐ January, 19__
- ☐ May, 19__
- ☐ June, 19__

3. This application is for enrollment as a

- ☐ First time in college FRESHMAN
- ☐ Undergraduate TRANSFER
- ☐ SECOND Bachelors Degree
- ☐ Former Degree student RETURNING (No application fee required)
- ☐ ONE-TERM enrollment only for transfer credit (TRANSIENT STUDENT)
- ☐ Other: _____

4. If one of your transcripts, test scores, etc. might arrive under any name(s) other than those listed above, enter here: _____

5. Nation of Citizenship (Please print) _____

6. ☐ Female ☐ Male

7. What is your date of birth?

Mo Day Yr

What is your nation of birth? _____

8. Ethnic origin, check one: (Required by Title IV of the Civil Rights Act.)

- ☐ White (not of Hispanic origin)
- ☐ Black (not of Hispanic origin)
- ☐ Hispanic
- ☐ Asian or Pacific Islander
- ☐ American Indian or Native Alaskan

9. PRINT your permanent address. All university correspondence will be mailed to this address. **REPORT ANY CHANGES PROMPTLY.**

Number and Street Address

City ____ County (or Province) ____ State/Nation

Zip Code ____ Area Code Telephone Number

10. Are you a veteran? ☐ Yes ☐ No

11. What is your native language? _____

If other than English, how many years have you spoken or studied English? _____

12. In case of emergency, indicate the person you request the university to contact.

Last Name ____ First Name ____ MI

Number and Street Address

City ____ State/Nation ____ Zip Code

Area Code Telephone Number ____ County

Area Code Telephone Number (Daytime, if different)

Relationship: ☐ Mother ☐ Father ☐ Spouse ☐ Legal Guardian Other _____

13. If you want the appropriate campus organization notified, enter your religious preference: _____

14. In which academic division do you wish to enroll? (e.g. the College or School within the University) _____ What is your planned major? _____

15. High School Graduation Date: ___ - ___ (actual or expected) Mo Yr ____ High School Name (Separate words with a space.) Official transcript must be provided.

High School Code: _____ (Ask your counselor for the CEEB number.) City ____ State or Nation

If High School was completed by GED, enter date 19__ Provide an official copy of your test scores and an official partial high school transcript

High School Area Code Telephone Number

16. COLLEGE/UNIVERSITY RECORD

You must list **in chronological order EVERY** college and university (including dual enrollment) you have attended or will attend prior to entering this university (You must include schools even if you did not complete a term). Include this university if you attended previously. **Failure to list all institutions could result in your application being denied.** Use a separate sheet if necessary. Please do not abbreviate the names of institutions.

Enter dates of attendance (including present enrollment) and degrees earned or expected to be earned before attending this university. Include Associate Degrees, AA or AS, certificates or diplomas.

Enter transfer credits earned or expected from each institution attended

An official transcript from each post-secondary school you have attended must be provided to this university

School	City, State, or Nation	Dates of Attendance From Mo	From Yr	To Mo	To Yr	Degree and Date (Earned or expected) Type	Mo	Yr	Credit Hours (Earned or expected) Number	Unit (Semester)

17. FOR NON-U.S. CITIZENS ONLY

What VISA do you presently hold? ☐ F1 ☐ F2 ☐ J1 ☐ J2 ☐ None ☐ Other: _____ I-94 Expiration Date: ___ ___ Mo Yr

What VISA are you applying for? ☐ F1 ☐ F2 ☐ J1 ☐ J2 ☐ None ☐ Other: _____

Which institution issued your last I-20? _____ Did you attend? ☐ Yes ☐ No

If a permanent immigrant, enter the alien registration number shown on your I-551 form: _____ *You must provide a photocopy of your Alien Registration card front and back*

BEST COPY AVAILABLE

18. IMPORTANT: Complete the resume of your activities since leaving high school. List chronologically how you have spent or plan to spend your time prior to entering this university (employment, military service, etc). Use a separate line for each activity which occurred. You may attach an additional sheet if necessary

Activity	City, State, or Nation	From Mo	From Yr	To Mo	To Yr

19. If you have taken or plan to take any of the tests below, enter the month and year.

Official records of all test scores must be provided	1st Time Mo	1st Time Yr	2nd Time Mo	2nd Time Yr	3rd Time Mo	3rd Time Yr
ACT (American College Test)						
SAT (Scholastic Aptitude Test)						
TOEFL (Test of English as a Foreign Language)						
CLAST (College Level Academic Skills Test)						

20. Additional information you wish to be considered for review of your application should be provided on a separate sheet and enclosed with your application, e.g., offices held; prizes won; honors achieved; participation in school clubs or activities such as drama, debate, music, athletics, student government, etc.; extra-curricular activities or community service. You are encouraged to submit a statement regarding your selection of this university to pursue your educational objectives.

21. **THIS SECTION MUST BE COMPLETED IN FULL BY ALL STUDENTS** (Use an additional sheet if necessary)

- **First time in college freshman applicants** who have not yet completed high school must list all high school and dual enrollment courses in which you are now enrolled and/or expect to complete before entering this university.
- **All other applicants** must list college level courses in which you are now enrolled and/or expect to complete before entering this university.
- If you are not currently enrolled and/or if you do not expect to complete any courses, check here. ☐

Name of Institution _____

COURSES FOR WHICH YOU ARE NOW ENROLLED

Title	Course Number	Date Course Will End Mo	Date Course Will End Yr	Credit Hours (Sem/Qtr)

Name of Institution _____

ADDITIONAL COURSES YOU EXPECT TO COMPLETE BEFORE ENTERING

Title	Course Number	Date Course Will End Mo	Date Course Will End Yr	Credit Hours (Sem/Qtr)

22. Have you been found by any school or court authority to have disrupted or interfered with the orderly conduct, processes, functions, or programs of any educational institution? ☐ No ☐ Yes, explain: _____

23. Are you currently charged or have you been convicted or found guilty (even if adjudication withheld) of violating any federal or state law or municipal ordinance other than traffic offenses or minor offenses involving a fine of $25 or less? ☐ No ☐ Yes. Date, court, offense and penalty specified: _____

24. Have you ever been placed on probation, dismissed, suspended, or expelled from an educational institution? ☐ No ☐ Yes, explain: _____

25. Names of your immediate family who have attended this university:

Mother _____

Father _____

Sister(s) _____

Brother(s) _____

Other: _____

26. Did any of the following attend College?

Mother Yes ____ No ____

Father Yes ____ No ____

Sister(s) Yes ____ No ____

Brother(s) Yes ____ No ____

Grandmother(s) Yes ____ No ____

Grandfather(s) Yes ____ No ____

27. If you wish to request special admission consideration based on a disability, check here [ ] (official documentation required).

IMPORTANT. You must read and sign the following section in order to complete your application for admission to this university.

I understand that this application is for admission only to that university designated on page 1 and is valid only for the term indicated in item 2 on page 2. I also understand and agree that I will be bound by the university's regulations concerning application deadline dates and admission requirements. I further agree to the release of any transcripts and test scores to this institution, including any SAT, Achievement Tests, and ACT score reports that this institution may request from the College Board or ACT.

I certify that the information given in this application is complete and accurate and I understand that to make false or fraudulent statements within this application or residence statement may result in disciplinary action, denial of admission, and invalidation of credits or degrees earned. If admitted, I hereby agree to abide by the policies of the Board of Regents and the rules and regulations of the university. Should any of the information I have given change prior to my entry to the university, I shall immediately notify the Admissions office.

I understand that the $20 check or money order I will submit with this application is a NON-REFUNDABLE fee.

_____ ___-___-____ _____

Applicant's Original Signature (in ink) **U.S. Social Security Number** **Date**

See Reverse Side. Page 4 must be completed.

ERIC

INFORMATION FOR RESIDENCE CLASSIFICATION

A Florida "resident for tuition purposes" is a person who has, or a dependent person whose parent or legal guardian has established and maintained legal residence in Florida for at least twelve months. Residence in Florida must be as a bonafide domiciliary rather than for the purpose of maintaining a residence incident to enrollment at an institution of higher education. Other persons not meeting the twelve-month legal residence requirement may be classified as Florida residents for tuition purposes only if they fall within one of the limited special categories authorized by the Florida Legislature and Board of Regents. All other persons are ineligible for classification as a Florida "resident for tuition purposes."

To qualify as a Florida resident for tuition purposes you must be a U.S. citizen, permanent resident alien, or a legal alien granted indefinite stay by the Immigration and Naturalization Service. Living in or attending school in Florida will not, in itself, establish legal residence. Students who depend on out-of-state parents for support are presumed to be legal residents of the same state as their parents. Residence in Florida must be for the purpose of establishing a permanent home and not merely incident to enrollment at an institution of higher education. Documents supporting the establishment of legal residence must be dated, issued, or filed 12 months before the first day of classes of the term for which a Florida resident classification is sought.

DEFINITIONS: A copy of your most recent tax return or other documentation may be requested to establish dependence/independence.
A) DEPENDENT: a person for whom 50% or more of his/her support is provided by another as defined by the Internal Revenue Service.
B) INDEPENDENT: a person who provides more than 50% of his/her own support.

FLORIDA RESIDENT FOR TUITION PURPOSES

(IF YOU DO NOT QUALIFY SIMPLY SIGN THE NON-FLORIDA RESIDENT SECTION BELOW)

☐ 1. I am an independent person and have maintained legal residence in Florida for at least 12 months.
☐ 2. I am a dependent person and my parent or legal guardian has maintained legal residence in Florida for at least twelve months.
☐ 3. I am a dependent person who has resided for five years with an adult relative other than my parent or legal guardian and my relative has maintained legal residence in Florida for at least twelve months.
☐ 4. I am married to a person who has maintained legal residence in Florida for at least twelve months. I have established legal residence and intend to make Florida my permanent home. (Copy of marriage certificate required.)
☐ 5. I was previously enrolled at a Florida state institution and classified as a Florida resident for tuition purposes. I abandoned my Florida domicile less than twelve months ago, and am now re-establishing Florida legal residence.
☐ 6. According to the United States Immigration and Naturalization Service, I am a permanent resident alien or other legal alien granted indefinite stay. I have maintained domicile in Florida for at least twelve months. (INS documentation required.)
☐ 7. I am a member of the armed services of the United States and am stationed in Florida on active military duty pursuant to military orders, or whose home of record is Florida [or I am the member's spouse or dependent child] Copy of military orders or military document showing home of record required. (DD2058)
☐ 8. I am a full-time instructional or administrative employee employed by a Florida public school, community college or institution of higher education. [or I am the employee's spouse or dependent child] (Copy of employment verification required.)
☐ 9. I am part of the Latin American/Caribbean scholarship program. (Copy of scholarship papers required.)
☐ 10. I am a qualified beneficiary under the terms of the Florida Pre-Paid Postsecondary Expense Program (S. 240.551, F.S.) (Copy of card required.)
☐ 11. I am living on the Isthmus of Panama and have completed 12 consecutive months of college work at the F.S.U. Panama Canal Branch [or I am the student's spouse or dependent child].
☐ 12. I am a Southern Regional Education Board's Academic Common Market graduate student. (Certification letter from State Coordinator required.)
☐ 13. I am a full-time employee of a state agency or political subdivision of the state whose student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training.
☐ 14. I am a full-time student participating in a linkage institute. (S.240.137,F.S.)

ATTACH COPIES OF DOCUMENTATION INDICATED ABOVE—Additional documentation (e.g. copies of voter's registration, driver's license, tax returns, deeds, etc.) may be required by the University in some cases. **ALL DOCUMENTATION IS SUBJECT TO VERIFICATION.** Someone other than the student (e.g. parent) should complete this statement if the student is dependent or seeks to be classified as a Florida resident by virtue of a relationship. Otherwise, the student should complete this statement. **PLEASE PRINT:**

1. Name of student: _____ **2. Student SSN:** _____

The claimant is the person who is claiming Florida residency, e.g., the student (if independent), parent, spouse or legal guardian. **All of the questions below pertain to the claimant.**

3. Name of claimant: _____ **4. Relationship of claimant to student:** _____

5. Permanent legal address of claimant: _____
Street address

6. ( ) _____
Telephone number of claimant
_____
City State Zip

7. Date claimant began establishing legal Florida residence and domicile: _____

8. Claimant's voter registration, State: _____ County: _____ Number: _____ Original Issue Date: _____

9. Claimant's driver license, State: _____ Number: _____ Original Issue Date: _____

10. Claimant's vehicle registration, State: _____ License Tag Number: _____ Issue Date: _____

11. Non U.S. Citizen only; **Resident alien number:** _____ Date Card Issued: _____
(Copy of both sides of card required)

ADDITIONAL DOCUMENTATION MAY BE REQUESTED BY THE INSTITUTION

I do hereby swear or affirm that the above named student meets all requirements indicated in the checked category above for classification as a Florida resident for tuition purposes. I understand that a false statement in this statement will subject me to penalties for making a false statement pursuant to 837.06, Florida Statutes, and that a false statement in this statement may subject the above named student to the penalties for making a false or fraudulent statement pursuant to BOR Rule 6C-6.01(6), F.A.C.

_____ _____
Signature of person claiming Florida residency Date

NON-FLORIDA RESIDENTS ONLY

I understand that I do not qualify as a Florida resident for tuition purposes for the term for which this application is submitted and that if I should qualify for some future term it will be necessary for me to file the required documentation prior to the beginning of the term in order to be considered for Florida residency classification.

_____ _____
Signature in ink Date

ERIC

UNIVERSITY OF FLORIDA

GAINESVILLE, 32611-2037

THE GRADUATE SCHOOL
Office of the Dean

280 Grinter Hall
904/392-4646
Fax No. 904/392-3773

January 8, 1992

Mr. Kenneth Osfield
Assistant Dean for Student Services
P202 Peabody Hall
Campus

Dear Mr. Osfield:

Per our conversations referencing the establishment of a petitions committee to work with petitions for hearing impaired, visually impaired and learning disabled students, I am asking the individuals listed in your letter of December 16, 1991 to serve as members of the committee. At the time an appeal petition is presented, a Graduate School representative and a departmental representative will be selected. I have also asked Phyllis Schmidt to place the information referencing the committee on the Spring Graduate Coordinators meeting, and I will follow that meeting up with a memo about the petitions process.

Once I have received responses from the proposed committee, we will have an initial meeting to introduce ourselves to one another and establish a set of procedures to follow for the petitions process.

Sincerely,

Madelyn Lockhart

Madelyn M. Lockhart
Dean, Graduate School

cc: Dr. Gene Hemp
Phyllis Schmidt

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

UNIVERSITY OF FLORIDA

GAINESVILLE, 32611-2037

THE GRADUATE SCHOOL
Office of the Dean

280 Grinter Hall
904/392-4646
Fax No. 904/392-3773

January 7, 1992

Dr. Eileen Fennell
Professor
Department of Clincial Psychology
PO 100165
Campus

Dear Eileen:

The Graduate School in consultation with the Office for Student Services, is establishing a petitions committee to work with admission petitions for the hearing impaired, visually impaired, and learning disabled. The basis for this committee are Florida Statutes 240.152-240.153, and the Board of Regents Rule 6C-6.018. This committee would be called upon to review admission decisions after the graduate student referrals have gone through all departmental procedures. Departments would be responsible for recording the information regarding the disability, if disclosed, and keep records of those denied and/or admitted. The information would then be reported to the Graduate School and a data base established to monitor whether or not a student applied for a petition and the outcome of same.

Mr. Kenneth Osfield, Assistant Dean for Student Services, suggested your name for the Petition Committee as a member involved with learning disability petitions. If you are willing to be a part of this committee, please sign your name on this letter and return a copy to this office.

Sincerely,

Madelyn Lockhart

Madelyn M. Lockhart
Dean, Graduate School

cc: Dr. Gene Hemp
Mr. Kenneth Osfield

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EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

UNIVERSITY OF FLORIDA

GAINESVILLE, 32611-2037

THE GRADUATE SCHOOL
Office of the Dean

280 Grinter Hall
904/392-4646
Fax No. 904/392-3773

January 7, 1992

Ms. Isis Carbajal de Garcia
Associate General Council
207 TIG
Campus

Dear Ms. Carbajal:

The Graduate School in consultation with the Office for Student Services, is establishing a petitions committee to work with admission petitions for the hearing impaired, visually impaired, and learning disabled. The basis for this committee are Florida Statutes 240.152 240.153, and the Board of Regents Rule 6C-6.018. This committee would be called upon to review admission decisions after the graduate student referrals have gone through all departmental procedures. Departments would be responsible for recording the information regarding the disability, if disclosed, and keep records of those denied and/or admitted. The information would then be reported to the Graduate School and a data base established to monitor whether or not a student applied for a petition and the outcome of same.

Mr. Kenneth Osfield, Assistant Dean for Student Services, suggested your name for the Petition Committee as a permanent member. If you are willing to be a part of this committee, please sign your name on this letter and return a copy to this office.

Sincerely,

Madelyn Lockhart

Madelyn M. Lockhart
Dean, Graduate School

cc: Dr. Gene Hemp
Mr. Kenneth Osfield

UNIVERSITY OF FLORIDA

GAINESVILLE, 32611-2037

THE GRADUATE SCHOOL
Office of the Dean

280 Grinter Hall
904/392-4646
Fax No. 904/392-3773

January 7, 1992

Mr. William Kolb
Associate University Registrar
201 Criser
Campus

Dear Mr. Kolb:

The Graduate School in consultation with the Office for Student Services, is establishing a petitions committee to work with admission petitions for the hearing impaired, visually impaired, and learning disabled. The basis for this committee are Florida Statutes 240.152-240.153, and the Board of Regents Rule 6C-6.018. This committee would be called upon to review admission decisions after the graduate student referrals have gone through all departmental procedures. Departments would be responsible for recording the information regarding the disability, if disclosed, and keep records of those denied and/or admitted. The information would then be reported to the Graduate School and a data base established to monitor whether or not a student applied for a petition and the outcome of same.

Mr. Kenneth Osfield, Assistant Dean for Student Services, suggested your name for the Petition Committee as a permanent member. If you are willing to be a part of this committee, please sign your name on this letter and return a copy to this office.

Sincerely,

Madelyn Lockhart

Madelyn M. Lockhart
Dean, Graduate School

cc: Dr. Gene Hemp
Mr. Kenneth Osfield

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

UNIVERSITY OF FLORIDA

ADMISSIONS OFFICE • Gainesville, FL 32611-2058 • REGISTRAR'S OFFICE

M E M O R A N D U M

TO: Ken Osfield
Assistant Dean of Student Affairs

FROM: Barbara Talmadge Fincher
University Registrar

DATE: May 4, 1992

SUBJECT: Application Processing for Learning Disabled Students

Freshman and lower division transfer applicants who self-identify will be reviewed in the normal manner. If sufficient documentation is included with the application material and normal procedures would indicate a denial decision, the application will automatically be sent through the appeal process documented below. If documentation is not submitted initially, and the student is denied, the denial letter will notify the student of the appeal process.

The applicant who begins the appeal process will be advised that they need to supply the Admissions Office with documentation of the disability, with a statement of how the disability may have had an impact on grade point average, standardized test results or selection of curriculum. This statement may be supplied by letter or in person if desired. The documentation and information will be forwarded to the Assistant Dean for Programs and Services for Students with Disabilities who will have the information reviewed by a committee which includes a faculty member who is knowledgeable about the type of disability, a representative from the Office of Admissions and the Assistant Dean. The committee will review the materials provided by the student and make recommendations regarding appropriate substitution or modification of requirements. The recommendations will be reviewed by the University Admissions Committee to determine the appropriate action on the request for admission.

If admitted, the student will be so advised, with specification of any conditions which may be imposed. If the Admissions Committee denies admission, the student will be notified that the entire record, including the documentation of the disability, was reviewed and that we are unable to offer admission.

BTF:ttm

UNIVERSITY OF FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville FL 32611-2058
(904) 392-1261
(TTY or Voice)

MEMORANDUM

To: R.E. Dierks
Dean, College of Veterinary Medicine

From: Kenneth Osfield
Assistant Dean for Student Services

Date: June 16, 1992

Subject: Petition Process for Persons with Disabilities

Last week, during our meeting, I presented some information to you on admission petition processes for students with disabilities. That information included current petition policies and State statutes governing the petition process. As a result of the State statutes, all programs with an admission process must have a petition policy to handle admission denials when the student has a disability. As the 504 Compliance Officer for the University of Florida, it is my responsibility to ensure that all departments follow these guidelines.

It is my recommendation that Vet Medicine adopt the Graduate School Admissions policy. With few minor changes it will fit your program. I will also be suggesting this to the College of Dentistry, College of Medicine and the College of Law, I hope the result will be one policy for all professional colleges.

I would like to have the Vet Medicine policy in place by the middle of this July. Please let me know if you will be using a revised Graduate School Policy or a new policy designed just for the Vet Medicine program. Call if there are any questions. (I will be out of town from June 18 until July 12.)

cc: Admissions file

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville FL 32611-2058
(904) 392-1261
(TTY or Voice)

MEMORANDUM

To: Carroll G. Bennett
Director of Admissions - College of Dentistry

From: Kenneth Osfield
Assistant Dean for Student Services

Date: August 15, 1992

Subject: Admissions Petition Process for Students with Disabilities

I have received the petition policy for students with disabilities applying to the College of Dentistry. The policy will be included with all other petition policies kept on file with the Office for Student Services.

Thank you for your assistance in getting the policy approved. If I can be of further assistance please don't hesitate to contact me.

cc: Petition file
Dean Legler
Dr. Kehoe

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville FL 32611-2058
(904) 392-1261
(TTY or Voice)

MEMORANDUM

To: Dr. Carrol Bennett
Director of Admissions - College of Dentistry

From: Kenneth Osfield
Assistant Dean for Student Services

Date: June 16, 1992

Subject: Admissions Petition Process for Students with Disabilities

Attached is the information I promised Dr. Kehoe I would send to you. Please review the Petition Policies for students with disabilities, especially the Graduate School Petition Process. It is my suggestion, as 504 Compliance Officer, that the College of Denistry adopt a similar policy. I am making this same suggestion to the College of Medicine, College of Veterinary Medicine and the College of Law. I would like to have a policy in place by the middle of July. We have had no petition requests as yet, but in the event that we do, I would like to be able to address the petition in a timely manner.

As I mentioned to Dr. Kehoe, I am willing to assist the College of Denistry in formulating a policy to address admission denials when the student has a disability. I look forward to hearing from you, and do not hesitate to contact me if there are any questions.

cc: Petition File

Petition Policy
cc 8-13-92

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville FL 32611-2058
(904) 392-1261
(TTY or Voice)

MEMORANDUM

To: Rebecca Leacock
Senior Admissions Registrar Officer

From: Kenneth Osfield
Assistant Dean for Student Services

Date: June 16, 1992

Subject: Admissions Petition Process for Students with Disabilities

Attached is the information I promised I would send to you. Please review the Petition Policies for students with disabilities, especially the Graduate School Petition Process. It is my suggestion, as 504 Compliance Officer, that the College of Medicine adopt a similar policy. I am making this same suggestion to the College of Dentistry, College of Veterinary Medicine and the College of Law. I would like to have a policy in place by the middle of July. We have had no petition requests as yet, but in the event that we do, I would like to be able to address the petition in a timely manner.

As I mentioned over the phone, I am willing to assist the College of Medicine in formulating a policy to address admission denials when the student has a disability. I look forward to hearing from you, and do not hesitate to contact me if there are any questions.

cc: Petition File

Equal Opportunity/Affirmative Action Institution

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville FL 32611-2058
(904) 392-1261
(TTY or Voice)

MEMORANDUM

To: Mike Patrick
Law School Admissions

From: Kenneth Osfield
Assistant Dean for Student Services

Date: June 10, 1992

Subject: Petition process for persons with disabilities

Attached is the information I promised I would send to you. Please review the Petition Policy for students with disabilities. There are three different options to review. I strongly urge that the Law School put a similar policy in place ASAP. As I mentioned I will be more than happy to help with formulating any policy. This petition process needs to be separate from the Law School and is above and beyond any existing petition policy in place.

Call if there are any questions.

cc: Petition file
ADA file

UNIVERSITY OF FLORIDA
ADMISSIONS OFFICE • Gainesville FL 32611-2017 • (904)

January 7, 1993

XXXXXXXXXXXXXXXXX
XXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXX

Dear XXXXXXXXXX:

Your application for admission to the University of Florida in August 1993 has been received. The supporting materials regarding your disability have been reviewed along with your academic records. Our evaluation of these materials indicates that your average on secondary school academic courses does not meet the minimum requirement. Therefore, it is unfortunately necessary to inform you that we were unable to approve your application.

The University has an appeals process which you may pursue. To initiate this process please send me a statement of how the disability may have had an impact on grade point average, standardized test results or selection of curriculum. The documentation that you earlier provided us and the statement will be forwarded to the Assistant Dean for Programs and Services for Students with Disabilities. He will have the information reviewed by a committee which includes a faculty member who is knowledgeable about the type of disability, a representative from the Office of Admissions and the Assistant Dean. The committee will review the materials provided by the student and make recommendations regarding appropriate substitution or modification of requirements. The recommendations will be reviewed by the University Admissions Committee to determine the appropriate action on the request for admission.

If you choose to appeal this decision, you will be notified of the decision of the Admissions Committee.

Obviously when so many apply and only a limited number may be accepted, our decisions are sometimes difficult to make. We do hope, however, that you will continue your education and we are confident that you will be able to gain admission to another college or university. As you probably know, it is possible to gain admission at the junior year level to one of the institutions in the State University System of Florida by successfully completing the two-year transfer program at one of the Florida public community colleges.

Your interest in the University of Florida is appreciated and we regret that our decision on your application could not be favorable.

Sincerely,

Susie Neeley
Assistant Director of Admissions

ACADEMIC REGULATIONS COMMITTEE FORM FOR STUDENTS WITH DISABILITES

Directions: The lower part of this form should be filled out by the Assistant Dean for Programs and Services for Students with Disabilites and should be returned, **in a sealed envelope** to the appropriate college/office along with your petition

---

TO BE FILLED IN BY THE STUDENT

Student: _____ SS#: _____

Relevant Time Period: _____

PETITION TYPE
___College Rep
___Senate Comm
___Std Services

This will authorize the Office for Programs & Services for Students with Disabilities to release the information requested below to the University of Florida Petitions Committee;

Date _____

_____ _____
Witness Signature Student Signature

TO BE FILLED IN BY THE OFFICE FOR PROGRAMS & SERVICES FOR STUDENTS WITH DISABILITIES

The student listed above is petitioning the Petitions Committee of the University of Florida for special consideration regarding a UF regulation. The student feels a recorded physical disability may have directly or indirectly contributed to the need for such consideration. We would appreciate your cooperation in answering the following questions. With all pertinent data at our disposal, we can then make a decision in the best interest of all concerned. Thank you for your help in this matter.

Name: _____
Address: _____
_____

Dates student registered with Program & Services for Students with Disabilities:

_____

In your opinion did the recorded disability have an adverse affect on the student?

____ YES ____ NO

Does student currently receive special accommodations?

____ YES ____ NO

Did student receive accommodations for the semester in question?

____ YES ____ NO Type: _____

If no, why? _____

For students with Learning Disabilities, when was the Learning Disability diagnosed?

_____

If accommodation had been provided for the semester in question, could the student have performed better?

____ YES ____ NO

Would number of credits have been a factor? Please explain:

_____

_____

_____

Would type of classes have been a factor (eligible for substitution to Gordon Rule/Foreign Language requirement)? Please explain:

_____

_____

_____

Additional Comments (Attach additional letter if necessary):

_____

_____

_____

_____

_____

_____

Date: _____

_____

Asst Dean for Student Services Signature

UNIVERSITY OF FLORIDA

ADMISSIONS OFFICE • Gainesville, FL 32611-2058 • REGISTRAR'S OFFICE

DATE

NAME
NAME OF HIGH SCHOOL
ADDRESS
CITY, STATE, ZIP

Dear XXXXXXXX:

I am writing to confirm my visit to your school on Monday, October 7, 1992 at 12:45 pm. Enclosed are announcements for you to post informing your students of my visit. We have a brief video-tape presentation and would appreciate having a suitable space provided with a VCR and monitor for this session.

I would also like to remind you that the University of Florida is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. We request that the site of the visit be accessible to all students with disabilities.

Again, I appreciate your cooperation and look forward to being in your school. Please feel free to call me if you have any questions about the admission process in general, or this visit in particular.

Sincerely,

Susie Neeley
Assistant Director of Admissions

SN/sn

Enclosure

ADMISSIONS OFFICE
S201 CRISER HALL (904) 392-1365

AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER

REGISTRAR'S OFFICE
S222 CRISER HALL (904) 392-1374

PUBLIC NOTICE

Newspaper Articles on C.P.D.
C.P.D. Meeting Agendas and Minutes
- 9/9/92
- 10/14/92
- 11/18/92
- 12/9/92

Memo: Center for the Performing Arts Publications
Newsletter Article: A.D.A. Public Notice
Memo: U.F. A.D.A. Notice
Memo: Student Service Publications
S.U.S. Resource Guide

Committee to report needs of disabled students, citizens

By LISA BOLIVAR
Alligator Writer

You've been dialing all day. After numerous busy signals a voice answers your call, instructs you to press the appropriate touch-tone number and then promptly disconnects you.

This is an everyday experience for hearing-impaired students who must use a special device to place a phone call — the device's signals frequently are not recognized by automated answering systems.

Automated phone services, building entrances without ramps and other obstacles make day-to-day life difficult, and many activities inaccessible for disabled people.

But a solution may be on the way.

The UF Committee of Persons with Disabilities has created a subcommittee to assess local needs.

Gainesville residents and UF students may voice their problems during meetings of the UF Self Evaluation Subcommittee.

These meetings will produce a report mandated by the Americans with Disabilities Act. The report, which will be posted in Peabody Hall by Jan. 26, 1993, will outline needed changes within the community and on campus.

The meetings start Sept. 9 and will be on the second Wednesday of each month through December. They will begin at 10 a.m. in Room 202 of Peabody Hall.

Hank Reidelberger, an interpreter for the deaf at the Student Services office of Programs and Services for Persons with Disabilities, said the subcommittee needs participation to be effective.

He said the meetings won't focus on disability. Rather, they will evaluate the accessibility of facilities and services. This can be difficult because many barriers aren't obvious.

"You can have two people with the same disability and, even though those persons have a common disability, they'll have individual needs," Reidelberger said.

Kenneth Osfield, assistant dean of Student Affairs, said changing an older building isn't always necessary to meet student needs. In some cases, a class can be moved from an inaccessible building to one that is more accommodating. Newer buildings, however, must meet ADA requirements.

"Under ADA, what we're trying to do is make everything more accessible," Osfield said. "It's like going out and finding things and fixing them."

UF wants public's advice on serving disabled people

The University of Florida is seeking the advice and opinions of the public in how the university serves those with disabilities.

A series of hearings will be held by the self-evaluation subcommittee of the the UF Committee on Persons with Disabilities.

"It is very important to have input from the community as well as the university for this self-evaluation," said Kenneth J. Osfield, an assistant dean and the university's coordinator of the Americans With Disabilities Act.

The subcommittee will meet Sept. 9 from 10 a.m. until noon in the Student Services conference room, P202 Peabody Hall. Anyone interested in participating or giving testimony should contact Hank Reidelberger of the Student Services Office of Programs and Services for Persons with Disabilities at 392-1261 by Aug. 24.

— A Tribune Staff Report

BEST COPY AVAILABLE

UNIVERSITY OF FLORIDA

DIGEST

Start The Semester With Safety In Mind; UPD Publication Has Crime Awareness Tips

University Police Department has unveiled a new publication designed to inform the campus community about crime and ways to avoid becoming a victim of crime.

The attractive, tabloid-style document is provided as a part of UF's commitment to safety and security. It satisfies all of the requirements of the Federal Crime Awareness and Campus Security Act of 1990. The law, enacted because of a growing national concern about campus crime, requires colleges and universities to publish crime statistics and security measures in place to insure the safety of the campus community.

Although UF has provided this information since the early 1970s, this is the first time the material is available in one document.

"In the past, we have utilized various programs to get the word out about crime on our campus," said UF Police Chief Everett Stevens. "This document, however, will maximize the exposure. We wanted to put it in a format that would encourage people to keep and use as a reference."

The publication includes information on UF's policies on sexual abuse and harassment, alcohol and controlled substances. It provides comparative crime statistics, tells how to report a crime, lists emergency and support services telephone numbers and outlines crime prevention programs and services. A colorful map is included in the publication which provides locations of non-dial emergency telephones, lighted walkways and the Student Nighttime Auxiliary Patrol's express van route.



"This document really brings crime out in the open," Stevens said. "Nothing is held back."

Faculty and staff will receive a copy of the publication by Sept. 4. Copies will also be provided to new employees through Central Employment. The Division of Housing provided copies to students upon check-in to residence halls. Interfraternity Council, Panhellenic Council and Black Greek Council will distribute copies next week to residents of fraternity and sorority houses.

Copies are available at the Student Services information desk in Peabody Hall; Reitz Union first-floor information desk; Reitz Union Program Council office, 330 Reitz Union; and UPD's Crime Prevention Unit office, Building #27 on Museum Road.

For more information, call UF's Crime Prevention Unit, 392-1409.

Committee On Disabilities Seeks Community Input

UF is seeking community input on how it serves persons with disabilities by scheduling a series of hearings in compliance with the Americans with Disabilities Act (ADA).

UF's Committee on Persons with Disabilities has established the UF ADA Self Evaluation Subcommittee to solicit citizen comment from the university and Gainesville-area communities concerning UF's programs, facilities and policies for the federally mandated report.

Kenneth Osfield, UF Student Services dean for students with disabilities and UF's ADA coordinator, said the self-evaluation program will have a direct effect on everyone who uses university programs and facilities.

"It is very important to have input from the community as well as the university for this self-evaluation," Osfield said of the subcommittee's efforts toward meeting the needs of persons with disabilities served by UF.

The subcommittee will meet at 10 a.m. Sept. 9 in the Student Services conference room, P202 Peabody Hall, to collect information concerning all aspects of the university in relation to the ADA. A series of meetings is scheduled through December.

Persons interested in participating in the ADA Self Evaluation Subcommittee, either as a committee member or to present testimony, should contact Hank Reidelberger, Student Services Office of Programs and Services for Persons with Disabilities, 392-1261.

UF Faculty Support Center Schedules Computer Sessions For Faculty, A&P

The Faculty Support Center for Computing is offering fall-term computer seminars for faculty, A&P personnel and post-doctoral associates. The center, at 2215 Turlington Hall, is open 8:30 a.m. to 5 p.m. weekdays. The Macintosh classroom, located in 521 Weil Hall, is open only during scheduled seminar hours. Registration is required for the hands-on lessons by calling 392-7249 or stopping by the center. A UF ID card and a picture ID are required for registration. September and October seminars are listed below.

INTRODUCTION TO DOS—Section 1: Lesson 1, Sept. 8, 1 to 2:55 p.m., and Lesson 2, Sept. 10, 1 to 2:55 p.m.

UPGRADING TO DOS 5.0—Oct. 15, 1 to 2:55 p.m.

BEGINNING WORD PROCESSING WITH WORDPERFECT 5.1—Section 1: Lesson 1, Sept. 9, 9 to 11:30 a.m., and Sept. 11, 9 to 11:30 a.m.

WORDPERFECT 5.1—Section 1: Lesson 1, Sept. 14, 1 to 2:55 p.m., and Lesson 2, Sept.

Gator Connection Set For Thursday In O'Connell Center

Gator Connection '92, an information session, pep rally and convocation for UF students, faculty, staff and Gator fans, will be held at 8:30 p.m. Thursday in the O'Connell Center. The event is sponsored by the Office for Student Services and President's Office.

UF President John Lombardi will provide opening remarks, and UF journalism Professor Jean Chance will be the faculty speaker. Representatives from Student Government, sororities, fraternities and other UF groups and organizations will be on hand to meet students.

Gator football Coach Steve Spurrier, basketball Coach Lon Kruger, UF Athletic Director Jeremy Foley and other sports officials will preview athletics at UF, and UF cheerleaders, the Gator Marching Band, Mr. Two-Bits and Albert and Al[illegible] will lead a pep

AGENDA
COMMITTEE ON PERSONS WITH DISABILITIES
September 9, 1992

Room P202 Peabody Hall
10:00 a.m.

I. Call to Order

II. Review of last meeting minutes (May 13, 1992)

III. Proposed projects for 1992-93

IV. Americans with Disabilities Act
  a) Introduction (Self-Evaluation/ Transition Plan - K. Osfield

  b) Community/Campus suggestions for Self-Evaluation

  c) ADA Accessibility Guidelines Compliance Survey - BOR Coordinating team (J. West)

V. Other Business

VI. New Business

VII. Adjourn

Committee on Persons with Disabilities
September 9, 1992

The meeting was called to order by Ken Osfield at 10:10 a.m. in Room P 202 Peabody Hall.

Members present: Nancy Savage, Ora Robie, Bob Bell, Maggie Tucker, Stuart Schwartz, Jack Fry, Elizabeth Vance, Joanie Trapp, Lauralee Longstaff, Ken Osfield
Also present were: Greg McGarity, Trudi DiTrolio, Jim West, Jack Martin, Mari Bussell, Carolyn Henderson, Rosalie Miller, Bill Properzio, Steve Grube, Winnie Cooke, Pamela Garcia, Donna Pass, Jacqueline Hart, Juliane Arient-Rollman.

Review of last meeting minutes: The meeting was held on May 12, 1992. Due to a technical error there are no minutes from that meeting.

Ken Osfield presented a brief explanation on the Transition Plan that was completed on July 26, 1992. The report was required by ADA and is on file at ten different offices at UF. He went on to also explain that a self-evaluation is also due on January 26, 1993.

The Self-Evaluation is in progress. Currently Student Services is presenting information to departments on the ADA and the Self-Evaluation. Individual departments and college reports are due to Ken Osfield by October 30, 1992. The individual reports will then be used to write the Self-Evaluation.

Ken Osfield explained the first part of the meeting today. He mentioned that in order to complete the Self-Evaluation the University needed input from the campus and community on issues of accessibility. He then opened the floor to comments.

Donna Pass (student - visually impaired) commented that there are many obstacles that hinder the safe travel for visually impaired on this campus. She mentioned that bikes are frequently chained to handrails, state vehicles park in path ways, that construction projects are not clearly marked, and that in many buildings the cleaning staff frequently leave obstacles on the floors (electric cords, folded rugs). Also asked if anything could be done with the elevators. She mentioned that it is difficult to know what floor a person is on. Could they put some type of audible signal designating the floor. Right now a person with a visual impairment must open the door and feel the Braille label on the outside. She went on to say that most of the campus is accessible. Donna mentioned that the attitude at her particular department is positive and very helpful when providing accommodations.

Elizabeth Vance (student - visual impairment) asked if a large print computer program could be put on one computer at the CSE and Arch computer lab.

Rosalie Miller (Professor-OT) commented on wheel chair access on campus. Paths of travel and length of travel to and from parking areas and buildings are not good. Many doors used by the mobility impaired are often locked. In some instances door widths are also questionable.

Ken Osfield mentioned that the Physical survey being completed by the BOR will look at all those issues and be included in any future access projects

Julaine Arient-Rollman (student - visually impaired) complained that state trucks park on sidewalks and obstruct path of travel for the visually impaired. Also speeding bikes are a constant problem for the disabled.

Joanie Trapp mentioned that there is currently a bike safety program going on by UPD Also that the City of Gainesville will have a workshop on September 28, that will address safety and bikes.

Stuart Schwartz commented that we need to pay closer attention to the attitudinal types of problems that still exist on this campus.

Ken O explained that many new projects are under way to address that issue. Projects that came about as a result of Dr. Schwartz persistence on the subject of attitudinal discrimination. The new TA Handbook addresses the issue of working with students who have disabilities and also the new faculty guide to accommodating students with disabilities will be out at end of October or beginning of November.

Public debate ended.

ADA BOR Survey - James West gave brief overview of BOR plan to survey all (SUS institutions for access. Report will cover 31,000,000 sq. ft of buildings and go room by room. This will include but not limited to: dorms, frats, sororities, campus extensions, accessible routes, doors, entrances, ramps, and more.

11:15 the regular monthly meeting of the Committee on Persons with Disabilities began. First item discussed were the proposed projects for 1992-93. Ken O mentioned that a list of proposed projects was included in the Transition Plan. Ken O will submit those projects to Mr. Bob Bell who will begin to work on price quotes.

Bob Bell submitted the September Accessibility Update. Bob briefly explained the report. At present there has been no designated money for 92-93 projects, awaiting number from Provost's Office.

Other Business
Ken O informed Committee that the Faculty to Teaching Student with Disabilities has been completed and will be available by the end of October or early November. Everyone that worked on the project deserves a round of thanks.

Meeting adjourned at 11:55 a.m.

BEST COPY AVAILABLE

AGENDA
COMMITTEE ON PERSONS WITH DISABILITIES
October 14, 1992

Room P 202 Peabody Hall
10:00 a.m.

I. Call to Order

II. Review of last meeting minutes (September 9, 1992)

III. ADA Self-Evaluation - Open to public

IV. Review of current projects and update of funds available (B. Bell)

V. Major projects update (G. Gerard)

VI. Faculty Guide update - completed awaiting return from printers

VII. Projects for 92-93

VIII. Other business

IX. New business

X. Adjourn

Committee on Persons with Disabilities
October 14, 1992

The meeting was called to order by Ken Osfield at 10:07 a.m. in Room P 202 Peabody Hall.

Members present: Bob Bell, Stuart Schwartz, Elizabeth Vance, Joanie Trapp, Gerhardt Gerard, Bill Parker and Ken Osfield
No community members were present to present information on the Americans with Disabilities Act Self-Evaluation.

Review of last meeting minutes: The meeting was held on September 9, 1992. Two text errors were noted on page two, last paragraph, first sentence. Add Guide after the word Faculty, and add s to the word student.

ADA Open Forum: Stu Schwartz noted that the presentation on ADA during People Awareness Week was excellent. He suggested that the Committee send a letter to the People Awareness Week Committee thanking them for their program.

Joanie Trapp suggested that all student groups list a 72 hour notice that services for persons with disabilities will be provided upon request. This notice should go on all program bulletins or flyers. Ken Osfield asked that she work with her cabinet, SG executive cabinet and the Student Senate to implement. ADA Open Forum ended.

Bob Bell presented new accessibility update. Committee given $145,000 for 92-93 access projects. Ken Osfield informed the Committee that there are currently 11 projects that have been submitted to Physical Plant for the 92-93 project money. That list totals $79,300, which is short of the amount the Committee has. New list will be submitted to Physical Plant detailing how the Committee will spend the remaining Access Funds.

Ken Osfield presented information to the Committee on behalf of Baby Gator. Steve Lehane has asked that the cost of the ramps at Baby Gator ($12,500) be covered by the Committee's Access Project money. Stu Schwartz made a motion to fund Baby Gator for $2,000, saying we should help them but not pay for it completely. Ken Osfield asked the Committee for input. Stu Schwartz asked for some background on Baby Gator. KO informed the Committee that Baby Gator is an auxiliary and such in the past the University has not used PECO funds to fund Auxiliary projects. KO and Bob Bell expressed concerns that if the Committee funds this auxiliary then what will stop the other auxiliaries for also asking for assistance. Ken O. made a suggestion that he check with Administrative Affairs to see if there is a written policy about auxiliaries and PECO funds. Stu Schwartz withdrew his motion to fund Baby Gator.

Gary Gerard presented information on new Facility Planning projects. Gary discussed the new Hum Mini-Mall Access will be a main priority in this facility.

Ken Osfield informed the Committee of the progress with the Faculty Guide. The Guide should be ready for the next meeting in November.

Other business - Stu Schwartz mentioned a problem with the Special Education TDD, due to the new automated phone system. Ken Osfield suggested that Special Education connect

telecommunications and discuss with them the possibility of hooking the TDD to a direct line. By doing that the automated system can be by-passed. Joanie Trapp informed the Committee that her cabinet has been putting Florida Relay Service labels on the phones at SG.

New Business - Joanie Trapp mentioned that she is trying to change the name of the Disabled Student Affairs Cabinet to Disability Affairs cabinet. She will keep the Committee up-to-date on this.

Meeting adjourned at 11:55 a.m.

AGENDA
COMMITTEE ON PERSONS WITH DISABILITIES
November 18, 1992

Room P 202 Peabody Hall
10:00 a.m.

I. Call to Order

II. Review of last meeting minutes (October 14, 1992)

III. ADA Self-Evaluation - Open to public

IV. Review of current projects and update of funds available (B. Bell)

V. Major projects update (G. Gerard)

VI. Faculty Guide - COMPLETED - copies presented to all committee members

VII. Final Prioritized Projects list for 92-93 (see handout)

VIII. Other business

IX. New business

X. Adjourn

COMMITTEE ON PERSONS WITH DISABILITIES
November 18, 1992

The meeting was called to order by Kenneth Osfield at 10:05 a.m. in Room 202 Peabody Hall.

Members present: Robert Bell, Dr. Jack Fry, Gerhardt Gerard, Joanie Trapp, Hank Reidelberger, Ginny Linder, Stuart Schwartz, Liz Vance, Linda Shaw, and Ken Osfield.

Review of minutes - October 14. 1992: Only changes: 4th paragraph change Stwartz to Schwartz. Motion made by Stu Schwartz to accept minutes as amended. Second made and approved.

ADA Forum: No new information presented for the Self Evaluation. Ken Osfield updated the committee on the progress of the self evaluation. Reports are coming in from academic and administrative offices. Some departments have asked for extensions. Over forty in-service sessions have been made to various departments on campus. Ken Osfield listed members of the sub-committee that will help write the report. Those members are: Ken Osfield, Rosalie Miller (OT), Judy Wald (student), Jim West (College of Architecture), and Bill Parker (BCIL). Ken asked if anyone else wanted to be on committee for recommendations and to give names by November 30, 1992.

Review of Current Projects: Bob Bell presented the list of projects. He mentioned that P.K. Yonge has 3 projects totaling $17,600. They do not get funds from UF, but separate money from DOE. He wanted to know if we should fund. Floor opened to discussion. Ken Osfield mentioned it would be important to get these projects going ASAP, that we can't wait for DOE funding. He felt that future projects could be covered by DOE. We need to at least get these projects started. Motion made by S. Schwartz to approve. Motion seconded and approved to fund for $17,600. Bob Bell was asked to inform R. Cremer.

Parking space platform for the southwest corner of MSL discussed. The committee was informed that a UF employee was having difficulty accessing her building and this project would help her with parking and going in and out. Joanie Trapp mentioned that there is a ramp going to ground floor of MSL and CSE, if she parked at the Hub it may be easier. Ken Osfield said he would check on this. S. Schwartz made motion to approve $1,000 for the project pending Ken's investigation. Seconded and approved.

The committee discussed the need for electronically operated doors for CSE ground and second floors. Electronic doors would make it easier to access building. The motion was made to add that to the list, seconded, and approved. Bob Bell was asked to submit an estimate.

Also, the issue of Baby Gator ramps came up. At last meeting the committee chose to not fund because of auxiliary status. Since then Steve Lehane has sent letters to Bob Cremer and Gene Hemp for the committee to cover the $12,500. Bob Cremer sent a memo to Ken Osfield in favor. Ken opened to floor. Gary Gerard was concerned others would expect the same treatment if we fund. S. Schwartz asked about partial funding. Suggestion made that a memo be sent stating this was a one-time allocation and that the committee strongly encourages that this financial support be used to develop new programs for persons with disabilities. Stu made motion to provide $8,525 with an accompanying letter saying it is a

one-time allocation and that future projects be funded by their own funds. Also that the committee strongly encourage Steve Lehane to use these new found funds to encourage full participation of students, staff, and families at Baby Gator.

Ken will draft the memo and send.

UAA projects, Perry Field ramp, and ticket office ramp was brought up. Ken asked Bob Bell about the status. Bob said it is on hold. Ken will send a letter to Danny Sheldon and Jeremy Foley to get a status update.

Joanie Trapp mentioned that approximately $49,000 has been donated by M.R. Ring for disabled access at the tennis stadium.

Faculty Guide: The book was distributed to committee members and is also being mailed to all deans, directors, and faculty. Approximately 2500 should be mailed by November 27, 1992.

Other Business:
- Disability Affairs Cabinet has brailled all signs at Reitz Union.
- Disabled Student Cabinet has changed name to Disability Affairs Cabinet.
- Student Senate is working on requiring Student Government to write accommodation statement and alternate print information on SG publications.
- Resolution being submitted to require student groups to hold meetings and functions in only accessible areas.

New Business: Linda Shaw mentioned that Dean of Health Related Professions commented on ADA program presented by Ken Osfield. Comment was that it was useful.

The meeting adjourned at 11:35 a.m.

AGENDA
COMMITTEE ON PERSONS WITH DISABILITIES
December 9, 1992

Room P202 Peabody Hall
10:00 a.m.

I. Call to Order

II. Review of last meeting minutes (November 18, 1992)

III. ADA Self-Evaluation - Open to public
- update
- committee meeting dates
- Lisa DeRosa (student) new sub-committee member

IV. Review of current projects and update of funds available (B. Bell)

V. Major projects updates (G. Gerard)

VI. O'Connell Center Request

VII. Old business
- Baby Gator
- MSL library entrance/west ramp
- UAA projects

VIII. New Business

IX. Adjourn

Enc.: Baby Gator memo
O'Connell Center memos
UAA memo

June 13, 1992

Mr Hank Reidelberger
P 205 Peabody Hall
CAMPUS

Mr Reidelberger,

Enclosed is the brochure currently being sent out to our affiliates and our master mailing list.

Our Marketing Director has assured me that at least every other newspaper ad will include a blurb regarding handicapped seating and that we will have hearing impaired systems available. I will send copies of those ads to you as they are printed.

Our season program as well as our docent tour information packet will also include handicapped information.

Paul Newman, Bob McKay and myself will be meeting with Alan Isaac from John Jones' office on Monday. At that time we will know the projected changes that will be made this summer in the orchestra section for better wheelchair accessibility.

More news to come . . .

Thanks,

Rhonda Edwards

Rhonda Edwards, House Manager
Center for Performing Arts

CENTER FOR THE PERFORMING ARTS
315 HULL ROAD UNIVERSITY OF FLORIDA GAINESVILLE, FLORIDA 32611 PHONE (904) 392 1900 FAX (904) 392 3775

The Center for the Performing Arts

315 Hull Road

University of Florida

Gainesville, FL 32611

Non-Profit Organization
US Postage
PAID
Permit 94
Gainesville, FL

CAMPUS
SCOTT, JAMES E
DEAN, STU AFF
P262 PLA
GAINESVIL FL 32611

IT'S SHOWTIME!!

92-93 Season Calendar

BEST COPY AVAILABLE

Dec. 6

Pilobolus
Jan. 6

Johnny Mathis
Jan. 14-15

Preservation Hall Jazz Band
Jan. 16

Pinchas Zukerman/JSO
Jan. 17

Capella Cracoviensis
Jan. 21

Big Band Salute to Glenn Miller
Jan. 27

David Parsons Dance Company
Feb. 6

Mandy Patinkin: "Dress Casual"
Feb. 10

David Copperfield: "Magic for the Nineties"
Feb. 19

UF/GCC/JSO Choral Work
Feb. 27

The Chieftains
Feb. 28

Beaux Arts Trio
Mar. 3-5

The Velveteen Rabbit
Mar. 20

Mummenschanz
Mar. 25

NYC Opera "Carmen"
Mar. 26

James Galway/JSO
Mar. 28

"A Chorus Line"
Apr. 9-11

Mahlathini and the Mahotella Queens
Apr. 24

part of CenterStage Series

part of CenterClassic Series

The Center also hosts many exciting events presented by University and community organizations. For a complete listing of these events, call (904) 392-1900.

*Florida Arts Celebration, Inc. is recognized by the State of Florida as a Vital Local Cultural Organization and receives major funding from the State of Florida through the Florida Department of State, the Florida Arts Council and the Division of Cultural Affairs.
*Discounted student ticket price made possible by a subsidy provided by the J. Wayne Reitz Union

University of Florida

PERSPECTIVE

A quarterly publication by University Personnel Services

Jack Heidler, Director *Summer 1992*

UF IMPACT

University of Florida recognizes Superior Accomplishment Award winners

Six University of Florida employees each were awarded $1,000 and a plaque at the third annual Superior Accomplishment Awards presentation on May 13, 1992, in the J. Wayne Reitz Union Rion Ballroom.

At the awards presentation, University of Florida President John V. Lombardi recognized the following as "employees of the year:"

Faculty Service:
Eloise Harman, Pulmonary Medicine

A&P:
Jodi Gentry,
University Personnel Services

USPS Clerical and Office Support:
Elizabeth Zorilo,
English Language Institute

USPS Support Services:
Marian Smith, UPD Traffic & Parking

USPS Scientific/Technical:
Henry Reidelberger, Student Services

USPS Administrative/Supervisory:
Dennis Short, Comparative and Experimental Pathology

"The purpose of the (Superior Accomplishment Awards) program is to recognize University Support Personnel System employees, Administrative and Professional staff, and faculty for their outstanding service to the university," said Dr. Jaquie Resnick, Chairperson of the Superior Accomplishment Awards Program's Selection Committee, in her awards presentation opening address.

"...We can especially appreciate and thank those individuals who ... find ways to nurture and sustain others, to enhance the work environment, and to bring creative solutions to challenging problems," Resnick said.

Superior Accomplishment Awards were given first to 99 employees at divisional levels, from which the University Selection Committee chose an individual from each award category as the University of Florida Superior Accomplishment Award Winner.

"Our committee was quite overwhelmed by the number and quality of nominations for these awards," Resnick said.

Other members of the University Selection Committee included Evelyn Butler, Liberal Arts and Sciences; George Gerencser, Physiology; John Gordon, Food and Resource Economics; Emma Hill, President's Office; and Don Monroe, University Personnel Services.

Nomination forms for next year's awards — as well as additional information — will be available in the fall.

FROM THE DIRECTOR

Dear University of Florida employee:

By now, we hope you know that University Personnel Services is committed to providing you with the best possible personnel service.

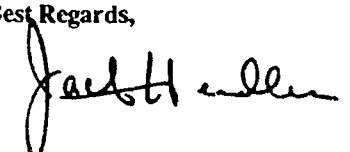
Periodically, we informally survey the university community to see how we are doing—to see if we are meeting this objective. For instance, we are in the process of asking some of our ACCESS users whether that system is meeting their needs. We also are checking with our communication liaisons to determine needed information or training programs.

We also are interested in hearing from you.

Please take a few moments to complete the enclosed comments and suggestions form to let us know what you think about University Personnel Services. What do you like or dislike about our services? What can we do to improve? I'll read each response and give every consideration to incorporating your suggestions into our policies and procedures.

I look forward to hearing from you and hope you have a good summer.

Best Regards,



Jack Heidler, Director
University Personnel Services

Americans with Disabilities Act provides equal opportunity to disabled

"The Americans with Disabilities Act works to ensure that people with disabilities are not prejudged," said Bob Willits, Associate Director for University Personnel Services. "It encourages us to focus on an applicant's ability to contribute rather than any perceived inability."

The Americans with Disabilities Act—or ADA—is a federal anti-discrimination statute, which is designed to address barriers that prevent individuals with disabilities from having the same employment opportunities as those who do not have disabilities.

On January 26, 1992, Title III of the ADA went into effect. This portion emphasized architectural structure and physical barriers.

The remaining portions of the ADA—which focus, in part, on hiring and related practices—go into effect on July 26, 1992.

"(The ADA) encourages us to focus on an applicant's ability to contribute rather than any perceived inability."

Like the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, national origin, and sex, the ADA seeks to ensure access to equal employment opportunities based on merit.

The ADA does not guarantee equal results, establish quotas, or require preferences favoring individuals with disabilities over those without. Instead, the ADA requires the employer to determine a disabled individual's ability to perform the essential functions of the specific job held or desired—and whether reasonable accommodation could remove any barrier to his or her performance.

"The ADA will affect how we write job descriptions as well as several aspects of the hiring process," Willits said. "We'll provide specifics to the university community this summer through information sessions and by memorandum."

Living well series offers health- and fitness-related information to employees

The latest addition to the University of Florida training agenda includes a living well series that is sponsored by the Living Well Employee Wellness Program, the College of Health and Human Performance, and University Personnel Services.

The living well series provides up-to-date information about self-reliant health care and fitness programming—all in a relaxed lecture or discussion format.

The series focuses on topics such as cancer prevention, health risk assessment, muscular strength, endurance and flexibility, nutrition, safety, goal setting, body composition, cardiovascular fitness, stress management, blood pressure control, cholesterol, CPR, smoking cessation, and wellness.

The living well series' first program, "Good Stress, Bad Stress: It's Up to Me," was offered twice in May.



The next program, "What You Need to Know About Blood Pressure," will be held on June 17 from 1:30 to 3:00 p.m. This 90-minute program will cover blood pressure, the effects of exercise and weight control, and medications.

Michael Pollock, Ph.D., director of the Center for Exercise and Sport Science, will present the latest research information about blood pressure. David Lowenthal, M.D., director of the Veteran's Administration Gerontology Department, will present information on medications necessary to control hypertension as well as their effects and side effects.

Call Special Programs (392-4626, SC 622-4626) for reservations. For information about the Living Well Employee Wellness Program, call 392-8740 (SC 622-8740).

UNIVERSITY OF FLORIDA

OFFICE OF THE
GENERAL COUNSEL

MEMORANDUM

May 11, 1992

TO: Helen Mamarchev
Associate Vice President, Student Affairs

FROM: Isis Carbajal de Garcia
Associate General Counsel

RE: Requirements of the Americans With Disabilities Act Concerning Notification to Students

This is in response to your request of whether the Americans With Disabilities Act imposes specific requirements concerning disclosure of information to students pertaining to the provisions of that Act. The Americans With Disabilities Act requires institutions such as the University to provide notice to applicants, participants, beneficiaries of its program, such as University students, and other interested persons, of the rights and protections afforded under the Americans With Disabilities Act and the Title II regulations of that Act. *The Student Guide* is one of the means by which the students should be informed of their rights and protections under the Act. Additionally, steps need to be taken to insure that persons with vision impairments also receive the information.

If I can be of further assistance in this matter, please do not hesitate to contact me.

050803/ICDG

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville FL 32611-2058
(904) 392-1261
(TTY or Voice)

September 8, 1992

To: Deans and Directors
Office for Student Services

From: James E. Scott
Dean for Student Services

Subject: Office for Student Services Publications

We are increasingly being required to include information in our office publications that requires a consistency of form and style. The university and other outside agencies require specific information to be included in all of our publications and we can anticipate that there will be other requirements in the future. In order to bring more consistency to all of the publications of the Office for Student Services and to continue to improve both the quality of our publications and meet the regulatory needs imposed from outside agencies, all publications that are developed by staff in the Office for Student Services must be reviewed prior to being sent to vendors for printing. Mike Rollo, who already serves as the Associate Dean responsible for our publications, has been assigned this task. As of the date of this memo, all handbooks, brochures, guides and other formal publications that are produced by professional, student and volunteer staff will be reviewed by Mike.

Resource Guide to Programs and Services for Students with Disabilities

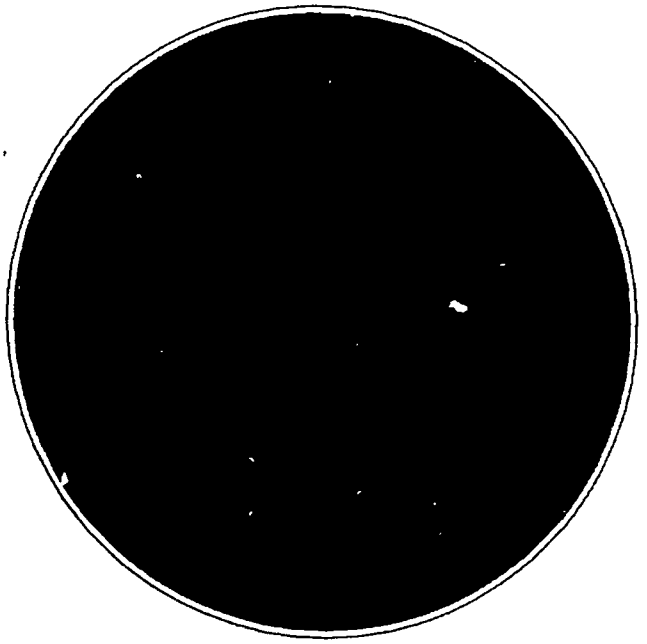


Gold Seal

A publication of the
State University System of Florida

State University System of Florida
Resource Guide to Programs and Services for Students with Disabilities

Second Edition
January, 1993



Published by
State University System of Florida
Office for Equal Opportunity Programs
325 W. Gaines Street, Suite 1446
Tallahassee, FL 32399-1950

Developed by
Kenneth Osfield
the University of Florida
Office for Student Services

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Alternative Formats

For students with disabilities, this publication is available in alternative formats. Please contact:

Office for Student Services
University of Florida
P202 Peabody Hall
Gainesville, Florida 32611
(904) 392-1261 (V/TDD)

Acknowledgments

Authored by Kenneth Osfield, University of Florida Office for Student Services.

Layout and Design by Billy Molasso, University of Florida Office for Student Services.

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Proofreading provided by Dr. J. Michael Rollo, Associate Dean for Student Services, Rick Nelson, Susan King, and Paul Koukos.

Photographs provided by Office for Information and Publication Services

Florida Relay Service

For students with hearing impairments, when trying to call a department on a University campus, use the Florida Relay Service if the department does not list a TDD number.

To make a FRS call, simply dial

1-800-955-8771 (TDD)
1-800-955-8770 (V)

Things to Remember

- To make a call through the FRS, you only need a regular telephone and a TDD.
- Your call is answered by a Communication Assistant at the FRS Center in Miami. The assistant will serve as a liaison as you call the person you wish to reach. Each spoken word is typed into the TDD by the Communications Assistant. Your TDD response is relayed to the Communications Assistant who speaks to the hearing person who you called.
- There is no charge for this service, except on long distance calls, which are offered at discount rates.
- The service is available 24-hours a day, 365 days a year.
- The service should not be used in an emergency. Dial 911 first.
- All relay users should have their numbers ready when they call FRS.
- Hearing persons can reach the deaf, deaf-blind, hard of hearing and speech impaired by using the service.
- FRS should not handle TDD to TDD calls. Direct TDD calls should be made without FRS assistance.

For information on how to obtain a TDD, and other assistance, call 1-800-222-2346.



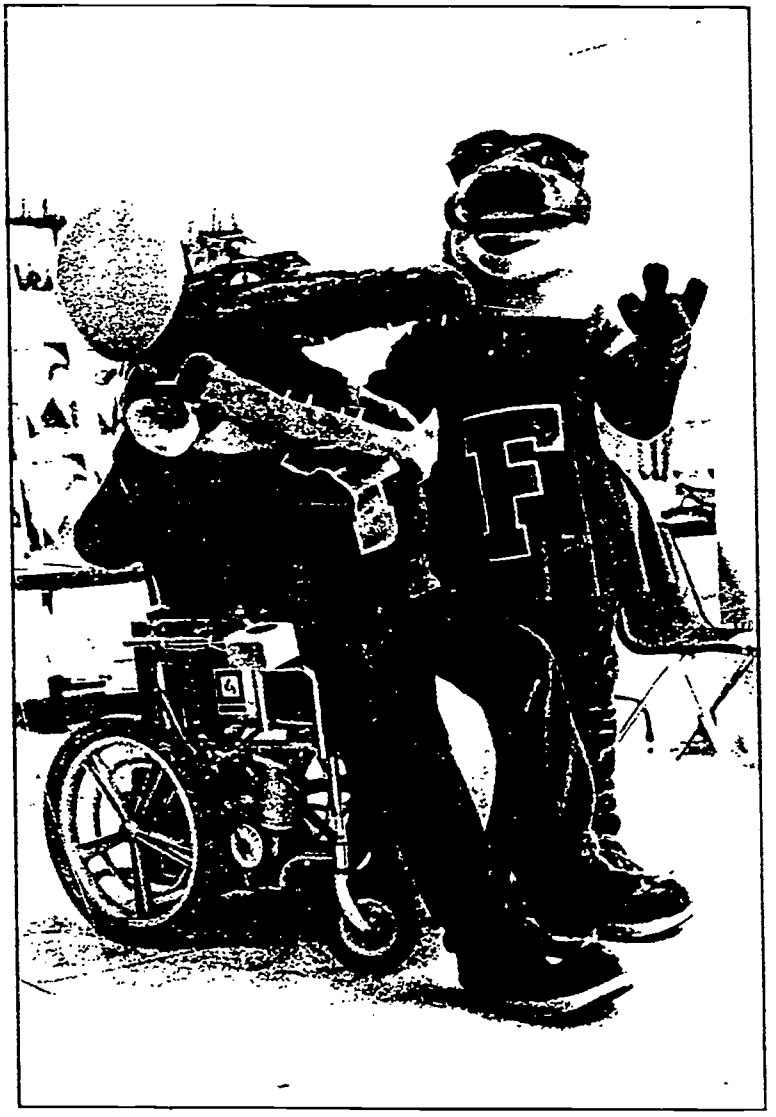
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PUBLICATIONS

Disabled Student Guide
Memo: Student Service Publications
Students with Disabilities Pamphlet
Students with Disabilities Pamphlet (New)
Faculty Guide (Teaching Students with Disabilities)
Student Guide
Undergraduate Catalog
Lake Alice News
Course Guide
Vocal Eyes Pamphlet
Course Schedule
Academic College Admissions Pamphlets
- College of Agriculture
- College of Architecture
- College of Education
- College of Engineering

Teaching Assistants Handbook
Pathways to Success
S.U.S. Resource Guide

Guide for Students With Disabilities



University of Florida
P205 Peabody Hall
Programs and Services for
Students with Disibilities



SPRING
1990

DISABLED STUDENT GUIDE

University of Florida

Office for Student Services
129 Tigert Hall

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville FL 32611-2058
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Students With Disabilities

Americans with Disabilities Act and Section 504 of the Federal Rehabilitation Act of 1973 as amended

Office for Student Services
University of Florida
P202 Peabody Hall
Gainesville, Florida 32611
(904) 392-1261 (V/TDD)

An Overview of Section 504 and Americans with Disabilities Act

Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA), defines a person with a disability as anyone having a physical or mental disability which substantially limits one or more major life activities. Anyone having a history of such a disability or who is believed by others to have such a disability is also considered disabled.

The term disability includes, but is not limited to, such diseases or conditions as:

- speech
- hearing
- cerebral palsy
- epilepsy
- emotional illness
- HIV/AIDS
- muscular dystrophy
- multiple sclerosis
- cancer
- diabetes
- heart disease
- mental retardation

In addition, visual and orthopedic impairments and specific learning disabilities such as perceptual processing deficits, dyslexia, minimal brain dysfunction and developmental aphasia are included. Alcohol and drug addiction can also be considered disabling conditions.

Your Responsibilities as a Disabled Student

As a student with a disability, you have some unique responsibilities. Hopefully, you will find that people and facilities at the University of Florida reflect the best possible efforts to accommodate your needs. If, however, you find that this is not the case, it is up to you to speak up. University officials may not realize that such obstacles exist until they are made aware of them. If you encounter unnecessary barriers...physical or attitudinal... please do not hesitate to contact the Office for Student Services. One of the best judges of how to remedy obstacles you may face as a student with a disability is YOU!

Alternative Formats

Alternative formats of this publication are available upon request. Please contact:

Office for Student Services
University of Florida
P202 Peabody Hall
Gainesville, Florida 32611
(904) 392-1261 (V/TDD)

ACCOMMODATIONS FORM

If you have a problem, a special need, or would like additional information regarding services for persons with disabilities, PLEASE COMPLETE THE FOLLOWING FORM

Name: _____

Address: _____

Telephone: _____

City, State, Zip: _____

Classification: _____ Social Security Number: _____

Are you registered with the Office for Student Services as a Student with a Disability? ☐ YES ☐ NO

-OVER-

Section 504/ADA and the College System

Section 504 and ADA state that qualified individuals with disabilities cannot be discriminated against with regard to, but not limited to, admissions, financial aid, orientation, registration, official publications, and educational opportunities.

The regulation requires that all programs must be accessible to persons with disabilities. It does not require that every building or part of a building must be barrier-free but the program as a whole must be accessible.

UF Has Responsibilities to Students with Disabilities

The University of Florida has special responsibilities to students with disabilities. Legal responsibilities are described in Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act Title II. Many of these regulations pertain to recruitment and admissions policies. Other regulations refer to the rights of students with disabilities once they are on campus.

Quotas for admission of persons with disabilities are ruled out, as are pre-admission inquiries as to whether an applicant is disabled. Higher education institutions must assure accessibility of programs and activities to students and employees with disabilities.

The following are examples of accommodations that may be appropriate for individuals with disabilities:

- curb cuts
- accessible telephones
- special parking places
- accessible buildings, including easily accessible doors, floors, hallways, ramps, elevators, and seating space.
- academic learning aids, such as audio cassettes, readers, interpreters, etc.
- equal employment opportunities
- auxiliary aids
- social organizations (Organizations receiving "significant assistance" from a college or university must not permit membership discrimination on the basis of disability.)

In addition, university officials have an educational and personal commitment to make your stay at the University as rewarding and comfortable as possible.

The ADA Coordinator/504 Compliance Officer for non-employment issues is:

Kenneth Osfield, Assistant Dean for Student Services, P202 Peabody Hall, Gainesville, Florida 32611, (904) 392-1261 (V/TDD)

For employment related issues, contact:

Dr. Jacquelyn Hart, Office of Equal Opportunity, 352 Tigert Hall, Gainesville, Florida, 32611, (904) 392-6001 (V).

Student Organizations that Promote Equal Access

- Student Council of the disABLED
  P202 Peabody Hall
  392-1261 (V/TDD)
- ABLE -UF College of Law
  141 Burton-Geer Hall
  Gainesville, FL (904) 392-8835 (V)
- Disabled Student Cabinet
  Rm. 305 J. Wayne Reitz Union
  (904) 392-1665 (V)

Florida Relay Service (FRS)

For students with hearing or speech impairments, when trying to call a department on campus, use the FRS if the department does not list a TDD number. Call 1-800-955-8771(TTD) in order to use this service. Things to remember:

- There is no charge, except for long distance calls, which are offered at discount rates.
- The service is available 24 hours a day, 365 days a year.
- The service should not be used in an emergency.
- For information on how to obtain a TDD and other assistance devices at no cost, contact "Florida Telecommunications Relay, INC" at 1-800 222-3448(V)

PROBLEM: _____

ADDITIONAL INFORMATION _____

Kenneth Osfield, Assistant Dean for Student Services, Office for Student Services, P202 Peabody Hall
Gainesville, FL 32611

the student guide

1992 • 1993

UNIVERSITY OF FLORIDA

your guide to campus life

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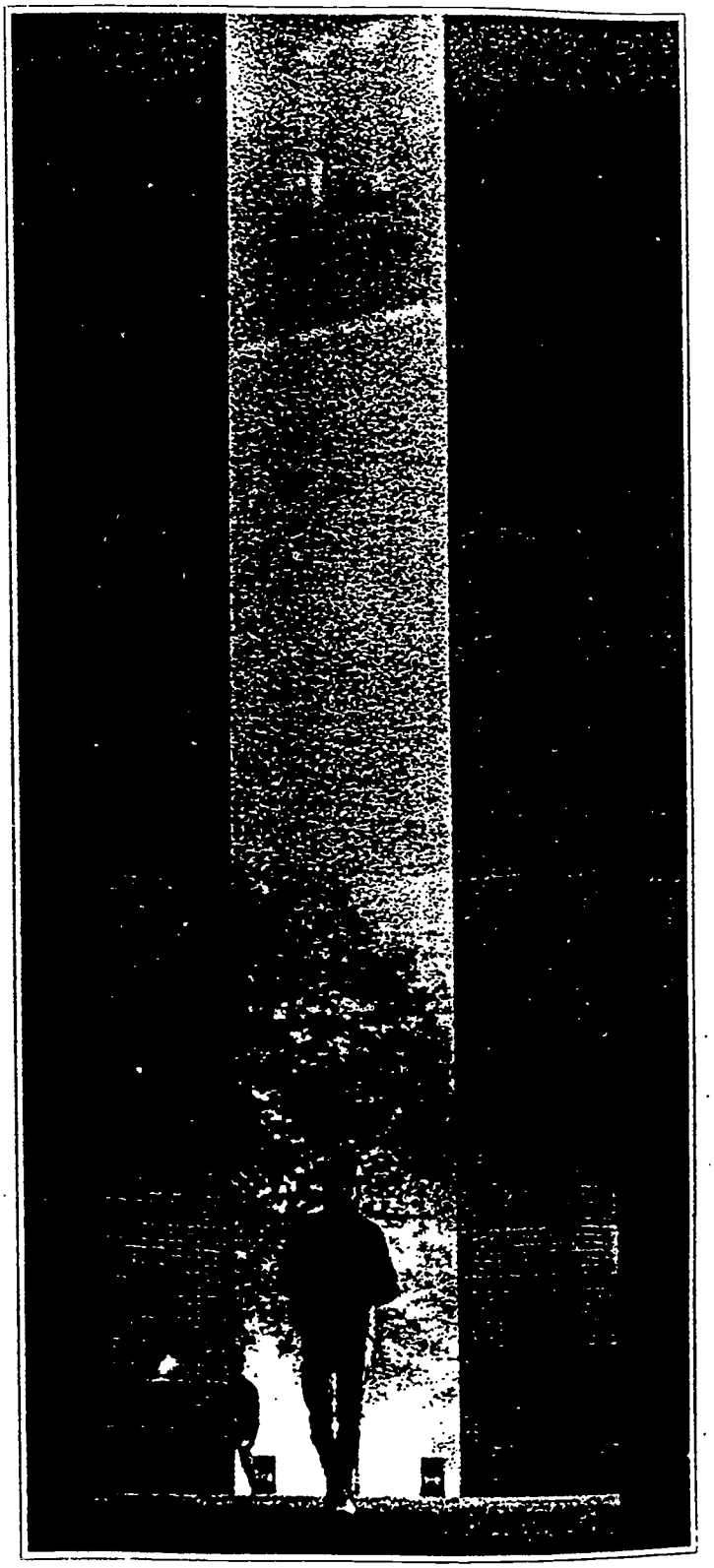
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Photograph and Information Submission for 1993-94

The Office for Student Services encourages students, faculty and staff to submit photographs and information for the next Student Guide. For more information, please contact Mike Rollo, Office for Student Services, P202 Peabody Hall, 392-1261.

Alternative Formats

For students with disabilities/handicaps, the 1992-93 Student Guide is available in alternative formats. Please contact the Office for Student Services, P202 Peabody Hall, 392-1261 for more information.



Programs and Services for Students with Disabilities

The Office for Programs and Services for Students with Disabilities (PSSD) is located in the Office for Student Services in P202 Peabody Hall. The reception area is in P205. This office provides a wide range of services to students with disabilities and assists them in their academic pursuits. An Assistant Dean for Student Services serves as the 504 compliance officer and ADA Coordinator for the University of Florida and coordinates all services for disabled/handicapped students. Services include such things as interpreting for hearing impaired students, arranging for support materials for learning disabled or visually impaired students, computer assistance for differing disabilities, textbook recording, and general support services. For a full explanation of services provided, call the Office for Student Services and ask for a copy of the Disabled Student Guide. The guide is available in traditional text format or can be obtained in large text or audio cassette format.

The 504 and ADA Coordinator is Mr. Kenneth Osfield, Assistant Dean for Student Services. For further information about the services available, contact the Office for Student Services, 392-1261, (TTY or Voice).

Handi-Van

Accessible on-campus transportation service is available on the University of Florida campus for students, faculty and staff with permanent or temporary disabilities or handicaps. The Handi-Van is an air conditioned, lift-equipped bus with room for wheelchairs and other seating areas. Currently there are two Handi-van shifts. The first from 7:00 am to 4:30 pm and the second from 4:00 pm to 8:00 pm The driver has been trained in the use of the lift and is available to assist anyone having difficulty boarding the van. This program is funded through the Student Government Traffic Court and is coordinated through Traffic and Parking. Individual schedules can be accommodated. Interested persons should contact Traffic and Parking, 392-7700, for additional information.

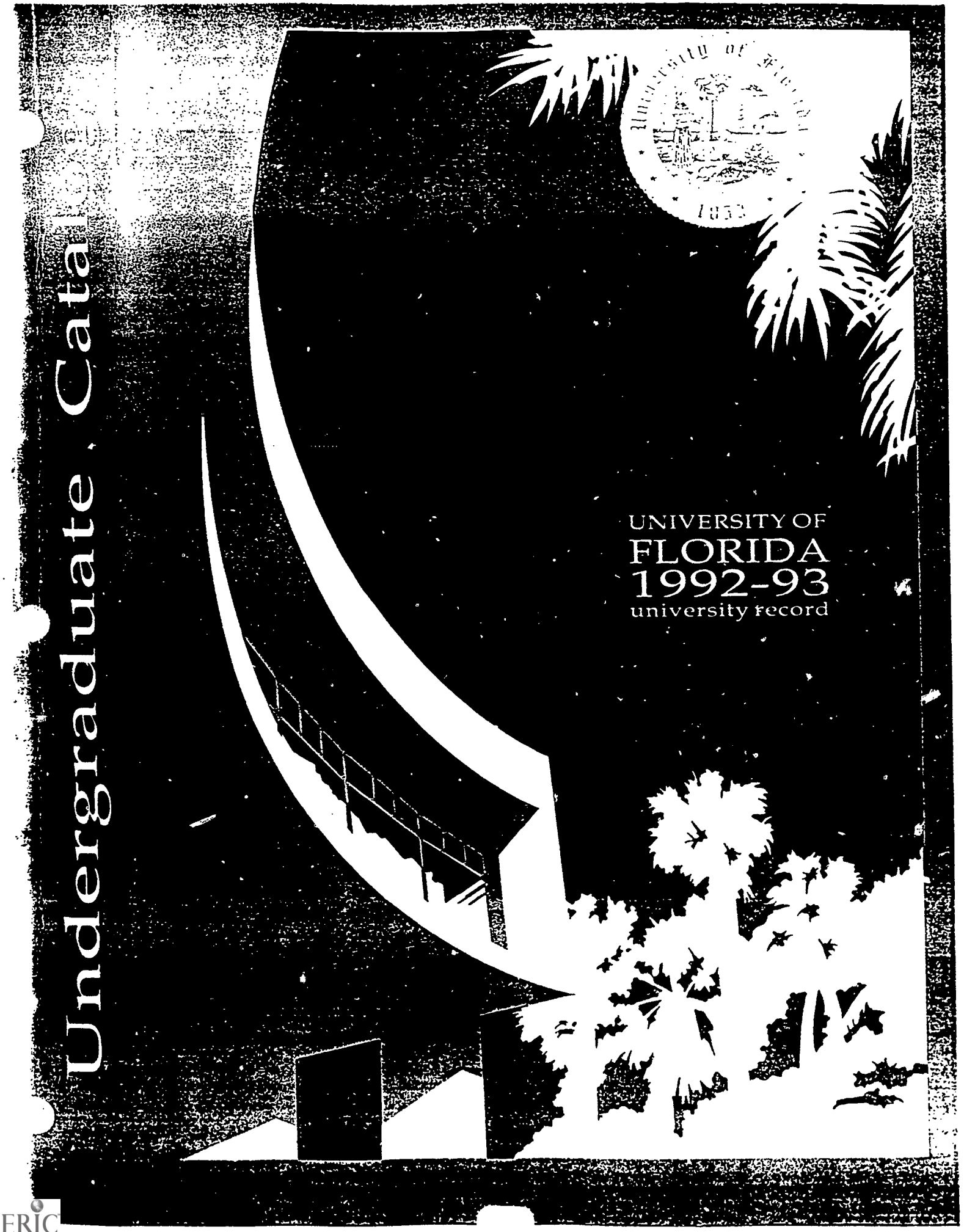
Parking for Disabled or Handicapped Students

Students with permanent and/or temporary disabilities/handicaps, are eligible for special parking privileges and use of the Handi Van. To receive these special permits, appropriate documentation of the disability must be provided to the university. For more information, contact the Office for Student Services (392-1261)(TTY or Voice).

Student Council of the Disabled (SCD)

SCD (formerly PLUS) was formed in 1975 as a special interest group of students, staff, and faculty. The organization's main purpose is to promote awareness of problems pertaining to students with disabilities and to provide assistance in solving these problems. SCD, funded through Student Government, has regularly scheduled meetings and is involved in such activities as awareness presentations, conferences, public relations, and various social activities. Membership is open to all interested persons and additional information is available through the Office for Student Services, 392-1261, (TTY or Voice).




Undergraduate Catal
UNIVERSITY OF
FLORIDA
1992-93
university record

The University Record of the University of Florida

The Undergraduate Catalog has been adopted as a rule of the University pursuant to the provision of Chapter 120 of the Florida Statutes. Addenda to the University Record Series, if any, are available from the Office of the University Registrar.

Upon request, the undergraduate catalog is available on computer disk to students with print-oriented disabilities. For more information, contact the Office for Programs and Services for Students with Disabilities.

VOLUME LXXXVII • SERIES I • NUMBER 2 • MARCH 1992

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Admissions

For general instructions when using this catalog, refer to the key on the inside front cover.

Applications For Admissions

Application for admission to any undergraduate college, school, or division of the University must be made to the Admissions section of the Office of the University Registrar on the forms prescribed and by the dates indicated below. It is quite proper to correspond with deans, directors, or department chairs, but such contact with University officers does not in any way eliminate the necessity for filing a formal application in the Office of the University Registrar by the dates specified.

How to Apply: An applicant should address a request to Admissions, Office of the University Registrar, University of Florida, Gainesville, Florida, 32611-2058, asking for application forms. Forms and directions for completion of applications vary with the level of entry at the University and the applicant should indicate that forms are being requested for admission as a freshman, undergraduate transfer, postbaccalaureate, graduate, dental, law, medical, veterinary medicine, or special student, as the case might be.

IMPORTANT NOTE: An application for admission must be filed for the specific term that the student wishes to enter the University and will be considered for entrance in that term ONLY. Applicants wishing to change their planned entry date should contact the Admissions Office for application instructions. An approval for admission is valid ONLY for entrance in the term specified in the admission notice and does not in any way imply that approval would also be given for entrance in any other term.

General Statement

The University encourages applications from qualified applicants of both sexes from all cultural, racial, religious, and ethnic groups. The University is committed to non-discrimination with respect to race, creed, color, religion, age, handicap, sex, marital status, national origin, political opinions or affiliations, and veteran status in the administration of education policies, admissions policies, financial aid, employment, or in any program or activity. The University of Florida Title IX coordinator is Jacquelyn D. Hart, 352 Tigert Hall, (904) 392-6004. The University, when appropriate, provides substitution of courses for handicapped individuals upon request. Both the Educational Testing Service (SAT) and the American College Testing Program (ACT) have brochures describing special testing arrangements for handicapped applicants, and there are alternative admissions procedures for handicapped applicants who are unable to take the required tests

A brief summary of the general requirements for admission or readmission to any college or division of the University is given below

- A satisfactory academic record. Each applicant must furnish a complete chronological record of educational institutions previously attended. Official transcripts must be submitted in accordance with instructions which accompany the application form. Failure to declare attendance at another institution could cause invalidation of admission and any credits or degrees earned.
- Satisfactory scores on achievement tests or aptitude tests as noted in the application instructions.
- A satisfactory conduct record.
- Students whose native language is not English must submit TOEFL (Test of English as a Foreign Language) scores in addition to other required test scores.

NOTE: Board of Regents regulations provide that furnishing false or fraudulent statements on information in connection with an application for admission or residence affidavit may result in disciplinary action, denial of admission, and invalidation of credits or degrees earned.

The specific requirements for readmission (at the same or a different level) of a student previously enrolled at the University of Florida may be found in the appropriate sections which follow.

The specific requirements for admission to the University of Florida for the first time as a freshman, undergraduate transfer, postbaccalaureate, graduate, dental, law, medical, veterinary medicine, or special student also may be found in the appropriate sections which follow.

It should be understood, however, that minimum requirements are given and that admission to the University is a selective process. The satisfaction of minimum requirements does not automatically guarantee admission. Under Board of Regents policy a limited number of students may be admitted as exceptions to the minimum requirements. The University Admissions Committee is the agency at the University of Florida that is responsible for the admission of undergraduate students under this exception policy.

Minimum requirements evolved from studies of student performance at the University of Florida. These studies identified primary factors which indicate a reasonable chance for successful completion of an academic degree at the University of Florida.

The University Admissions Committee is responsible for administering all admissions to the University, including applicants approved as exceptions to the minimum admission requirements.

Students who plan to enter the University of Florida for the first time will be considered for admission as follows.

- *Beginning Freshmen:* Students who have never attended college or who have earned fewer than 12 semester hours following graduation from high school. (See following section, Admission as a Freshman)

- *Undergraduate Transfers:* Students who have previously attended any college or university and who have earned at least 12 semester hours following graduation from high school, but who have not received a bachelor's degree. (See following section, Admission as a Transfer Student to Undergraduate Colleges and Schools)

- *Postbaccalaureate Students:* Students who have received a bachelor's degree but who do not wish to be admitted to graduate study. (See following section, Admission as a Postbaccalaureate Student)

- *Graduate Students:* Candidates for master's, specialist, or doctoral degrees. (See following section, Admission to Graduate School)

- *Dental Students:* Candidates for admission to the College of Dentistry. (See following section, Admission to the College of Dentistry)

- *Law Students:* Candidates for admission to the Juris Doctor program in the College of Law. (See following section, Admission to the College of Law)

- *Medical Students:* Candidates for admission to the College of Medicine. (See following section, Admission to the College of Medicine)

- *Veterinary Medicine Students:* Candidates for admission to the College of Veterinary Medicine. (See following section, Admission to the College of Veterinary Medicine)

- *Special Students:* Applicants who do not fall into one of the above categories. (See following section, Admission as a Special Student)

- *Transient Students:* Applicants who wish to enroll for one term only, to complete work for transfer back to the home institution. (See following section, Admission as a Transient Student)

Traveling Scholar Program

The Traveling Scholar Program affords graduate students at State University System institutions an opportunity to take coursework or conduct research activities at any of the other institutions in the System. Coursework taken under the auspices of the Traveling Scholar Program at another university in the System will apply for graduate credit at the student's home institution. The deans of the graduate schools of the state universities are the coordinators of the program. For details regarding the Traveling Scholar Program and approval to participate in it, students must apply to the dean of the graduate school on their home campus.

Undergraduate Interinstitutional Registration Program

The Undergraduate Interinstitutional Registration Program enables students at State Uni-

Student Affairs

The following information describes the responsibilities of the various offices charged with assistance to students at the University of Florida. Additional information may be found in THE STUDENT GUIDE and THE CAMPUS DIRECTORY.

Vice President For Student Affairs

The goals of the Division of Student Affairs include: devloping effective and efficient services and programs for students through the various departments within Student Affairs; integrating student affairs and academic affairs; directly involving students in the affairs of the institution; encouraging a sense of community among students, faculty, and administration; and increasing accessibility to and attractiveness of the University of Florida to a wide variety of persons.

The Office of the Vice President for Student Affairs is located in 129 Tigert Hall and is open to assist individual students and groups in matters concerning them. All students are encouraged to share in the responsibility for enabling the various divisions of the University of Florida community to meet the needs of the students.

The Office of the Vice President for Student Affairs has administrative responsibility for the following offices and programs at the University of Florida: Office for Student Services, Student Housing Office, Office for Student Financial Affairs, Career Resource Center, J. Wayne Reitz Union, and University Counseling Center.

Office For Student Services

The Office for Student Services at the University of Florida is committed to the total development of students. The major purpose of this department's programs, services, and activities is to facilitate and enhance the intellectual, psychological, personal, and social development of students.

The Office for Student Services is located in 202 Peabody Hall. The staff, which includes deans and directors, are responsible for planning, coordinating, and implementing a variety of programs and services which are designed to provide students with the opportunity to reach their full potential academically and personally.

Other major objectives of the Office for Student Services include making students aware of and encouraging the use of the resources of the University; interpreting the goals, objectives, and actions of the University to students; and encouraging a sense of community among students, faculty and staff.

A number of program functions emerge from these overall purposes and are carried out by the Office for Student Services. These programs include:

- individual and group advising
- planning and carrying out programs and services for new students including orientation to the University
- assisting and advising minority students
- student conduct and discipline
- assisting veteran students and coordinating VA benefits with the Veterans Administration
- coordinating services and programs for disabled students
- programs and services for older students
- programs and services for women students
- student leadership development and recognition programs
- child care services (Baby Gator Nursery)
- alcohol and drug education programs
- committee responsibility for student petitions and admissions
- providing exit interviews for students withdrawing from the University
- fraternity and sorority advising and coordination
- liaision and advising Student Government and other student organizations
- planning and implementing special programs to personalize student experiences within the University

The Institute of Black Culture is also an operational unit of the Office for Student Services.

INSTITUTE OF BLACK CULTURE

The Institute of Black Culture is an educational tool for students at the University of Florida. It is a facility for enlightenment and Black awareness where Afro-Americans can focus on their history, literature, art, culture, and lifestyle. It is also a place where all ethnic groups can develop a better understanding of Blacks and an appreciation of Black contributions to American society. The institute sponsors programs, exhibits and related activities.

SERVICES FOR DISABLED STUDENTS

The Office for Student Services provides assistance for disabled students. Services are varied dependent on individual needs, and include but are not limited to: special campus orientation, registration assistance, securing auxiliary learning aids, and assistance in general University activities. The designated coordinator for compliance with Section 504 of the Rehabilitation Act of 1973, as amended, is Kenneth J. Osfield, Assistant Dean for Student Services, P202 Peabody Hall, 392-1261. Students with disabilities are encouraged to contact this office to obtain any needed assistance.

Upon request, the Undergraduate Catalog is available on computer disk to students with print-oriented disabilities. For more information, please contact the Office for Programs and Services for Students with Disabilities at 904-392-1261.

Student Housing

The University of Florida offers resident students a unique and exciting re dence hall program. Living on campus is a profitable educational experience that students will long remember. The Division of Housing provides accommodations and programs to meet the needs of students while promoting the overall educational goals and objectives of the University.

The University of Florida has a large resident population of both in-state and out-of-state students, as well as students from 100 different foreign countries. Since students come from differing environmental backgrounds and social experiences, they bring with them varying needs and expectations. Because of this diversity in the student body, it would be a disservice to students to take a unilateral approach in developing the residence hall program. Therefore, the Division of Housing has developed a program based upon alternatives and choices. Students may select from various housing accommodations and environments that best fit their needs.

GENERAL INFORMATION

All freshmen who are admitted to the University will receive a housing application card with their formal letter of admission from the Office of Admissions until housing facilities are full.

The University of Florida has no residency requirement for freshmen attending the University for the first time during the fall semester. Freshmen entering the University during the summer term(s) must live on campus during the summer to be eligible for fall semester on-campus housing. Entering students are free to choose either on-campus or off-campus accommodations. Students who voluntarily contract for on-campus housing normally must do so for the entire academic year (August to May) if enrolled. However, residents should be full-time students to be eligible to reside in the residence halls. Full-time enrollment for residence is defined as being enrolled in 12 semester credit hours if an undergraduate and 9 semester credit hours if a graduate student.

All students other than beginning freshmen must initiate their own arrangements for housing either by (1) applying to: Assignments Office, Division of Housing, University of Florida, Gainesville, FL 32611, or (2) obtaining accommodations in private housing. (See Off-Campus Housing later in this section.)

All correspondence concerning application for University housing should be addressed to the Division of Housing, Assignments Office, University of Florida, Gainesville, Florida 32611. An application for residence hall space for students other than beginning freshmen may be filled out twelve months prior to the semester or summer term for which admission is being sought. Prospective students are urged to apply as early as possible because of the demand for housing. Application requests are considered first-come, first-served, on a space-available basis.

Roommate requests will be considered if the individuals wishing to room together submit their housing agreements clearly indicating their desire to room together and elect the same visitation choice and assignment options.

Disabled students are also offered housing



The Lake Alice News

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Crossword, page 15 • Sports, page 13
• Activity Guide, pages 8 and 9 •
Opinions, page 4, 5 and 6

Volume 1, Number 13 *Serving the student body of the University of Florida* December 7-13, 1992

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The Lake Alice News is a not-for-profit weekly student newspaper funded by advertisers and the University of Florida Student Government. The Lake Alice News is provided as a service to the student body and will cover the news of campus fairly and accurately without fear of outside interests or favor to any group or person. Although The Lake Alice News will scrutinize candidates in UFSG elections, it will not endorse or oppose any candidate or party in Student Government elections.

The Lake Alice News will be provided to students in alternate formats of large type or computer disk. For information, contact the office.

The Lake Alice News office is located at 818 W. University Ave. The phone number is (904) 373-9610. Messages can also be delivered to 305 Reitz Union or mailed to JWRU Box 54

Course Guide

Funded by

Student Government
University of Florida

To the student of the University of Florida:

We are proud to bring you the 1992-1993 Course Guide. This Course Guide represents the continuing efforts made by students for students so that all can make informed choices when planning their course registration. We hope that this Course Guide will become an invaluable tool in your course selection process.

The Undergraduate Catalog is the primary resource for course description. The Course Guide is a supplement to the Catalog, providing additional information on grade distribution, grading criteria, and class size. The new standardized format of the Course Guide truly reflects this symbiotic relationship and offers a more objective, easy-to-follow analysis of courses.

This new format has enabled us to include more courses than in previous years. Not only will you see the more traditional courses, such as THE 2000 (Theater Appreciation I), you will also see less familiar courses such as GEA 3600 (Geography of Africa) and IND 2100 (History of Interior Design I). This increased size allows the Course Guide to cover a full range of courses for a variety of majors, from Accounting to Zoology.

This Course Guide is supported and funded by the UF Student Government. It is one of the many projects undertaken by Student Government each year to meet the ever-changing needs of UF students. We, too, are concerned with the needs of students here at the University of Florida. We, too, want to make your Student Government work for you. That is why we invite you to participate in our many programs and projects. If you are interested in becoming part of these efforts, join us at S.G. and make the difference.

James Schokett
Director, Academics Cabinet

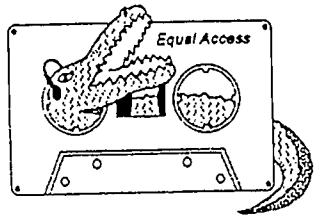
Marve Ann Mendoza
Editor-In-Chief

For individuals with documented print related disabilities, this publication is available in alternate format upon request. Contact Student Government for more information.

Vocal Eyes

Alternate Print Material Production Service

1992-93 Production Cost Guide



Printed Material
to
Audio Cassette Tape

Printed Material
to
Braille Format

P205 Peabody Hall
University of Florida
Gainesville, Florida 32611-2058

(904) 392-1261

(V/TDD)

This document is available in alternate format

Printed Material
to
Audio Cassette Tape

Production Cost Guide

Cassette Recording Fee Schedule:

1-4 pages	$5.00
5-15 pages	$10.00
16-25 pages	$15.00
26 + pages	$15.00 + ($5.00 for each additional group of 10 pages)

Shipping/Handling Fee:

1-10 cassettes	$2.00
11-20 cassettes	$3.00
21 + cassettes	$3.00 + ($2.00 for each additional group of 10 cassettes)

Printed Material
to
Braille Format

Production Cost Guide

Print to Braille Fee Schedule:

1-4 pages	$6.00
5-15 pages	$12.00
16-25 pages	$18.00
26 + pages	$18.00 + ($6.00 each additional group of 5 pages)

Shipping/Handling Fee:

1-10 pages	$2.00
11-25 pages	$3.00
26 + pages	$3.00 + ($2.00 each additional group of 15 pages)

At least one copy of printed material, to be recorded on cassette or Brailled by Vocal Eyes, must be made available to Vocal Eyes at no cost. A copy of all printed material will be retained for Vocal Eyes' records.

Cost is for one(1) cassette or one(1) Braille copy of printed material. Additional copies of cassettes, which have been produced by Vocal Eyes, are available for $2.00 each. Additional Braille copies of printed material, which have been produced by Vocal Eyes, are available for $0.50 per page ($3.00 minimum).

Cassette copy of printed material will be recorded on 90 minute cassette tape in standard format.

Braille copy of printed material will be printed on standard size heavy Braille paper.

What is Vocal Eyes?

Operated by the University of Florida's Office of Programs and Services for Students with Disabilities, Vocal Eyes; UF's taped textbook recording program, provides audio cassette recorded versions of course materials to students who need to hear their readings. This cassette recording service is provided to the print disabled student free of charge.

Print disabilities affect many students at the University of Florida. These students may have a difficult time studying for their courses due to disabilities which may include dyslexia, visual, learning or physical disabilities.

As an added service to assist area Agencies and University of Florida Departments and Agencies comply with new Americans With Disabilities Act regulations, which require alternate print material format, Vocal Eyes has begun the Alternate Print Material Production Service. For more information on how you can guarantee equal access to everyone you serve, contact Vocal Eyes today!

As demand for Vocal Eyes' services continues to grow, so does the need for funds. Donations are tax-deductible and can be made directly to:

Vocal Eyes
Office of Programs and Services for
Students with Disabilities
P205 Peabody Hall
University of Florida, Gainesville, FL 32611-2058



Schedule of Courses

SPRING 1993

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Communication & Computation Requirement (GORDON RULE)

Prior to earning 60 semester hours, all students must complete the COMMUNICATION and COMPUTATION REQUIREMENT AS DESCRIBED BELOW.

Because of recent legislative and curriculum changes, all courses satisfying communication and computation requirements can no longer be individually listed. Students who wish to determine whether specific sections satisfy Gordon Rule should consult the column labeled "CC" in the course offerings section of this schedule. "E" in the column indicates satisfaction of the Communication Requirement, while "M" indicates satisfaction of the Computation Requirement.

COMMUNICATION REQUIREMENT
.....12 CREDITS

All students must complete with grades of "C" or higher at least twelve (12) hours in designated courses that involve substantial writing. This requirement can be met by selecting at least twelve hours from Composition, Literature and the Arts, Historical and Philosophical Studies, International Studies and Diversity, and Social and Behavioral Sciences courses which are listed in this Schedule of Courses. Courses fulfilling this requirement are identified with an "E" by the section number. Not all sections of a course will satisfy Gordon Rule requirements. Some sections of Gordon Rule courses may not require enough writing to satisfy the communication requirement. Therefore, it is important to verify that the final section received in registration is a Gordon Rule section of the course. It is the student's responsibility to determine whether the section received meets the Gordon Rule.

COMPUTATION REQUIREMENT
.....6 CREDITS

All students must complete with grades of "C" or higher at least 3 hours in Mathematics and an additional 3 hours in mathematics, statistics, computer science, PHI 2100, PHI 3130, or EGM 3313. Courses fulfilling this requirement are identified with an "M" by the section number.

The following courses may NOT be used to satisfy the Mathematical Sciences or Computation Requirement: MAE 3810, MAE 3811, COC 3400, and CRM 4121.

Placement Tests

MAC 3233 MAC 3311 MAC 3472 CHM 2040 CHM 2045

Students wishing to enroll in any of the courses listed above must first pass the placement exam, or they will be dropped from the course. If dropped for lack of placement test scores, students must add the course after passing the exam. This exam will be offered at 5:00 p.m. on November 2 & 9, and January 4 & 6. Report to Turlington Plaza for assignments to specific rooms. Please bring a picture ID and a #2 pencil.

Scores will be posted outside of the Math Department office, 201 Walker Hall, and on the east side of the Chemistry Laboratory Building (CLB), which faces the Plaza of the Americas. Passing scores remain valid from March 1 of each year through February 28 of the next year.

All disabled examinees who require special testing conditions must contact the Office of Instructional Resources (OIR), at (904) 392-3989, at least 72 hours prior to the examination.

Services For Students With Disabilities

Students who require special assistance during registration should contact the Office for Student Services (Programs and Services for Students with Disabilities) in 205 Peabody, 392-1261 (V-TDD). Upon request, students with print-related disabilities can receive a large print copy of this publication or a reader will be provided.

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UNIVERSITY OF FLORIDA

College of Agriculture



Agriculture and Extension Education
Agricultural Engineering
Agricultural Operations Management
Agronomy
Animal Science
Botany
Dairy Science
Entomology and Nematology
Food and Resource Economics
Food Science and Human Nutrition
Horticultural Sciences
Microbiology and Cell Science
Plant Pathology
Plant Sciences, General
Poultry Science
Soil Science
Statistics

Gainesville

1991-1992

Requirements for Admission

The University encourages applications from qualified applicants of both sexes from all cultural, racial, religious, and ethnic groups. The University does not discriminate on the basis of race, national origin, sex, marital status, religion, age, or handicap. The University, when appropriate, provides substitution of courses for handicapped individuals upon request. The specific requirements for admission are indicated below. Under Board of Regents policy, however, a portion of the students admitted during the academic year at any level may be admitted as exceptions to the usual minimum requirements. The University Admissions Committee is the agency at the University of Florida responsible for the admission of undergraduate students under this exception policy.

An undergraduate transfer applicant who will enter the University of Florida with junior class standing (AA degree from a Florida public community college or 60 semester hours of acceptable transfer credit) must have passed the College Level Academic Skills Test (CLAST) in order to be admitted in a degree-seeking status. **By law all applicants must have completed two sequential courses of foreign language in secondary school or the equivalent of such at the post secondary level.**

Admission of junior status students to the College in any of the disciplines of study falls into two categories: 1) those having completed all lower division requirements and prepared to study at the third-year professional coursework level and 2) those needing to complete freshman/sophomore preprofessional courses. Generally transfer students from universities or community colleges which do not offer approved preprofessional programs find themselves in the latter category. These students may require up to four semesters at the University of Florida to complete these courses.

In order to be eligible for admission, a transfer applicant must satisfy the minimum requirements set forth below under Section A or B as appropriate. It should be understood, however, that minimum requirements are given and the admission to this College is a selective process. The mere satisfaction of minimum requirements does not guarantee admission. Priority in admission will be given to those applicants whose total records indicate the greatest likelihood for success at the institution in the program requested.

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UNIVERSITY OF FLORIDA

College of Architecture

M.E. Rinker, Sr. School of Building Construction



Architecture
Interior Design
Landscape Architecture
Building Construction

Gainesville

1991-1992

Requirements for Admission

The University encourages applications from qualified applicants of both sexes from all cultural, racial, religious, and ethnic groups. The University does not discriminate on the basis of race, national origin, sex, marital status, religion, age or handicap. The specific

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UNIVERSITY OF FLORIDA

College of Education









Gainesville

1991-1992

Requirements for Admission

The University encourages applications from qualified applicants of both sexes from all cultural, racial, religious, and ethnic groups. The University does not discriminate on the basis of race, national origin, sex, marital status, religion, age, or handicap. The University, when appropriate, provides substitution of courses for handicapped individuals upon request. The specific requirements for admission are indicated below. Under Board of Regents policy, however, a portion of the students admitted during the academic year at any level may be admitted as exceptions to the usual minimum requirements. The University Admissions Committee is the agency at the University of Florida responsible for the admission of undergraduate students under this exception policy.

An undergraduate transfer applicant who is admitted to the College of Education with junior class standing (AA degree from a Florida public community college or 60 semester hours of acceptable transfer credit) must have passed the College Level Academic Skills Test (CLAST) in order to be admitted in a degree-seeking status. **By law, all applicants must have completed two sequential courses of foreign language in secondary school or the equivalent of such at the post secondary level.**

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UNIVERSITY OF FLORIDA

College of Engineering









Aerospace Engineering
Agricultural Engineering
Chemical Engineering
Civil Engineering
Computer & Information Engineering Sciences
Electrical Engineering
Engineering Science
Environmental Engineering Sciences
Industrial and Systems Engineering
Interdisciplinary Engineering Studies
Materials Science and Engineering
Mechanical Engineering
Nuclear Engineering
Nuclear Engineering Sciences
Surveying and Mapping

Gainesville 1991-1992

Requirements for Admission

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A. Florida Public Community College Graduates

The University of Florida subscribes to the Articulation Agreement between the State University System and Public Community Colleges of Florida. Under this agreement, any graduate of a state-approved Florida public community college is eligible for admission to the University if the student has completed the university parallel

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TEACHING AT THE UNIVERSITY OF FLORIDA:

A Handbook For Teaching Assistants

THE GRADUATE SCHOOL &
THE OFFICE OF INSTRUCTIONAL RESOURCES



University of Florida

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Nondiscrimination Policy Statement:

The University of Florida, as an educational institution and as an employer, does not discriminate on the basis of race, color, religion, ethnicity, national origin, age, sex, sexual orientation or marital, veteran, or handicapped status. This is a commitment made by the University, and is in accordance with federal, state and local laws and regulations.

All relevant programs are administered by the Office of Affirmative Action, 352 Tigert Hall, University of Florida, Gainesville, FL 32611. Students, employees, or applicants should contact the Office of Affirmative Action immediately in all cases where discrimination is alleged. For more information call: (904) 392-6004.

- Affirmative Action Office
  226 Tigert Hall
  392-6004

- Student Mental Health
  Infirmary Building
  392-1171

- University Counseling Center
  311 Little Hall
  392-1575

If the complaint is not resolved on an informal basis, the next step is filing a formal complaint or grievance with the Affirmative Action Office, 226 Tigert Hall (392-6004). Each individual should recognize his/her right to proceed with or withdraw from the formal complaint or grievance procedure once it has been initiated.

TIPS FOR TEACHING DISABLED STUDENTS

Students with disabilities are a rapidly growing minority at the University of Florida, as elsewhere in American higher education. In Fall 1990, 178 University of Florida students identified themselves as having disabilities. The Office for Programs and Services for Students with Disabilities (PSSD) provides a variety of programs and services for students with disabilities and TAs should be aware of these services.

In most cases, a student with a disability will contact his/her TA early in the semester to inform the TA of the disability and of any necessary adaptations. At the student's request, the TA will also receive a letter from PSSD which in most cases identifies the nature of the student's disability and describes appropriate accommodations In some instances, the disability is not disclosed for reasons of confidentiality. The student is responsible for requesting such accommodations in a timely manner so that the teaching assistant may adequately plan for those accommodations. Some students, however, may not identify themselves because of their fear of being stigmatized by the instructor or by other students. Such students may then encounter difficulties in their college work; in a panic, they may identify their disability just before a test or a major assignment, expecting immediate attention to their needs. If this should happen, the TA should contact PSSD for assistance in making unexpected accommodations.

Dispelling Stereotypes

Students with disabilities are more similar to other students than dissimilar. First and foremost, they are students.

The first step in teaching students with disabilities seems obvious: treat such students as you would any other student. They have come to college for the

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same reasons others do and like other students they bring with them a wide variety of backgrounds, intelligence and academic skills. Despite good intentions, however, teachers sometimes treat students with disabilities differently than they treat other students. Such special treatment which distorts our relationships with students who have disabilities may be innocent, deriving from fear or guilt associated with the student's disability or from lack of experience in working with students with disabilities.

As a form of prejudice, special treatment can be devastating to the individual with a disability. Unfounded or inappropriate attitudes toward students with disabilities reduce or slant expectations of an individual's performance and define the student by the disability as though it compromises his or her integrity. When such attitudes lead to the segregation or isolation, the student's pride and confidence are damaged. Thus a negative or condescending attitude toward a student with a disability can be more incapacitating than the disability itself. Such stereotyping, coming as it does at a critical juncture in a student's life, may undermine a student's academic performance or access to educational opportunities. As prophecy, such stereotyping often becomes self-fulfilling.

Revising our perceptions and attitudes is perhaps the most important accommodation for a student with a disability. In addition, the student's own suggestions, based on his/her experience with the disability, will prove invaluable as you adapt your instruction to the student.

Below are some of situations you may encounter if you have a student with a disability enrolled in a class.

Special Testing Situations

Some students with disabilities will require adapted testing situations. A student with a learning disability, for instance, may need additional time to take a test; a student who is blind, or one who has a vision impairment, may require that the test be read to him/her. PSSD can provide assistance with testing as well as with the preparation of tests in an accessible format for students with disabilities.

Depending on the disability, the student may require the administration of examinations orally, the use of readers and/or scribes, extensions of time for the duration of exams, a modification of the test formats or, in some cases, make-up or take-home exams. This may require you to recognize when the student has missed material because he/she did not interpret the material literally or because visual aids were not effectively described. For out-of-class assignments, the extension of deadlines may be justified. The objective of such considerations should always be to accommodate the student's learning differences, not to water down the academic requirements. The same standards should be applied to students with disabilities as to all other students in evaluation and assigning grades.

Alternatives to Taking Notes

TAs can accommodate students who cannot take notes or who have difficulty taking notes adequately in several ways:

- allow student to tape lectures;
- allow student to bring a note-taker to class;
- provide student with an outline of lecture materials;
- assist student in borrowing a classmate's notes.

Students must ask the TA's permission to tape a lecture; however, if the student's disability is such that taping a class is the only reasonable accommodation, the TA is legally required to give such permission.

If you work from lecture notes, you may want to allow a student who cannot take notes to copy your notes (perhaps with the stipulation that no other student be allowed to see the notes). This accommodation on your part saves PSSD the significant cost of paying a note-taker. Likewise, if you use transparencies extensively, you might make copies for a student who cannot take notes. Copying of lecture notes or transparencies can be arranged through PSSD if not your own department.

Deaf and Hard of Hearing Students

If the instructor or teaching assistant is not a native speaker of English or if s/he speaks English with other than an American accent, the deaf or hard of hearing student will have great difficulty. (Research has shown that in general those who depend solely on lip reading receive roughly 30-35% of the information shared). Students who use sign language will generally use a sign language interpreter in class and in meetings with the instructor or TA. Students who do not use sign language may ask you to write your conversations with them if they cannot understand you. Generally, these students will have a notetaker in each class to write notes for them while they read your lips or watch the sign language interpreter.

Students Using Wheelchairs and Students with Mobility Impairments

Little special accommodation is generally necessary for students who use wheelchairs or for those with mobility-impairments. When such a student is in your class, be aware of situations that may make it difficult for him/her to attend class. If the student uses an elevator to get to class, for instance, check every day to see that it is in operation. If not, make every effort to move the class for that day. The student should not have to miss class because of a physical plant problem.

Students with Learning Disabilities

By far the largest and fastest growing group of students with disabilities is that of learning disabled students. Each student requesting accommodations is required to have on file diagnostic testing which is no more than three years old. Examples of support which may be necessary for a student with a learning disability includes use of services such as a notetaker, tape recorder, scribe, untimed testing, modified examinations, oral examinations, outline of course topics, instructor's notes, or tape recorded textbooks. Students wishing

accommodation must first present instructors with a letter of introduction which details necessary accommodations.

Where to Go for Help

The Office for Programs and Services for Students with Disabilities (PSSD) provides students, faculty and teaching assistants with assistance and information in meeting legal requirements and in integrating students with disabilities into the University of Florida community. The PSSD staff works with students who self-identify as having disabilities and serves as a full-time advocacy group for such students, ensuring that they have physical and programmatic access to all campus activities.

Teaching assistants are encouraged to ask students about their needs; in addition, PSSD may render invaluable advisory services. PSSD staff members should be consulted about any question that may arise regarding students with disabilities.

PSSD publishes a handbook for instructors which provides further information about working with students with disabilities. If you have such a student in your class, you may want to pick up a copy of the handbook (P205 Peabody Hall).

Should a student with a disability need a testing accommodation which you cannot supply (e.g. extended time or a "reader"), the OIR Teaching Center may be able to help you. Testing facilities which can accommodate most subjects are available for students with disabilities in the OIR Teaching Center. Special care is taken to maintain test security before and after testing, and test administration is monitored by a proctor. Reservations for space must be made well in advance of the testing date. Call the Program Assistant to discuss particular needs.

A Suggestion Regarding Students with Disabilities

You might want to include a statement in your syllabus inviting students with disabilities to schedule appointments with you during your office hours. Students with so-called "hidden" disabilities for example legal blindness, hearing impairments, cancer, diabetes, and psychiatric or seizure disorders may at first be reluctant to identify themselves as having a disability. But if you encourage such identification, you may save such students embarrassment and complications later in the semester.

- **Health Science Center Library** supports all programs in six colleges organized within the University of Florida Health Science Center.

- **Legal Information Center** covers law with emphasis on American law. Some foreign and international legal materials are held.

LUIS terminals are located at numerous locations in each of the nine campus libraries. LUIS runs on computers located at NERDC (Northeast Regional Data Center) on the UF campus; any user who has access to this network from an office, laboratory, or dormitory on campus or through dial-in capability from an off campus residence will also have access to LUIS.

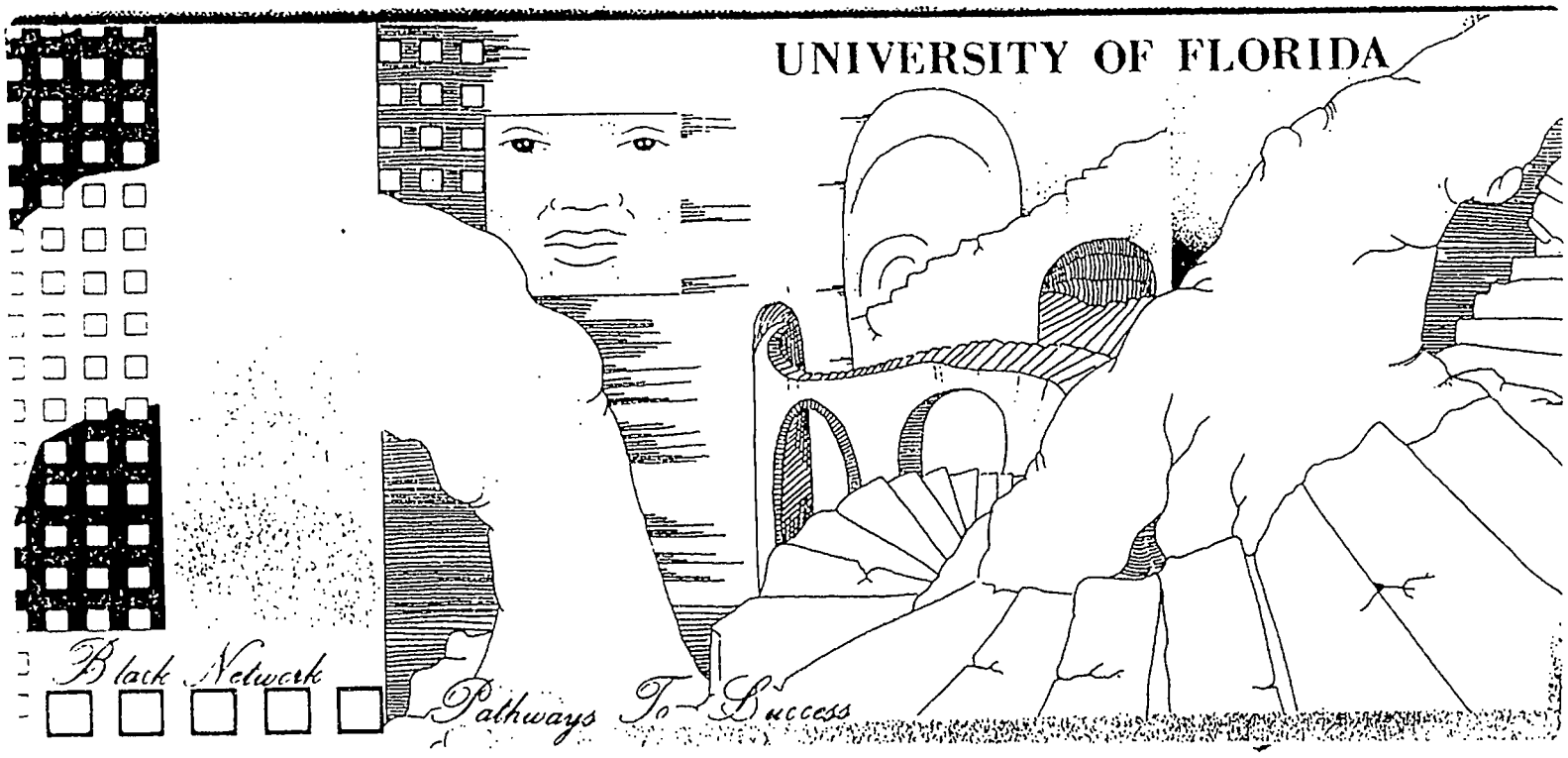
In order to assist the University Libraries maintain its collection, TAs and their students should report books which they cannot find to library staff.

Library Reserve

Library Reserve, located on the first floor of the Smathers Library, contains materials requested by teaching assistants and faculty for course-related assigned or supplementary reading. TAs should complete a Reserve List form available at the reserve desk at least three weeks before the term begins in order to assure that the materials will be available on time. Giving the library lead time to process your requests for reserve placements is in the interest of service to students taking your class. Reserve services are provided at other campus libraries for disciplines outside the humanities and social sciences.

Services for People With Disabilities

The University Libraries provide a number of special services for physically disabled students, faculty and staff in an effort to ensure access to library collections and services. Among these are access to LUIS, borrowing, reference service, retrieval, renewal and photocopy assistance. Persons who wish to use these services may register at the Circulation Desk, Library West. Any special requests may be made to the Chairman, Access Services Department, 115 Library West.



ADMISSIONS

[illegible] journey is as important as where it ends. When it comes [illegible] admission to the University of Florida, the UF family wants [illegible] experience as productive and trouble-free as possible.

[illegible] of Florida does not discriminate on the basis of sex, race, [illegible] background. Handicapping conditions do not prevent [illegible] programs.

[illegible] for a challenging future. Apply to the University of [illegible]

Freshmen

[illegible] Admissions. For consideration, a student must meet the [illegible] requirements:

[illegible] accredited secondary school or equivalent (G.E.D.).

[illegible] units in college preparatory courses. The following [illegible] of the 19 academic units is required.

[illegible] (Each include substantial writing requirements)	4
[illegible] same language)	2
Algebra I and, [illegible] levels)	3
[illegible] 2 of which include substantial [illegible]	3
[illegible]	3

[illegible] admission to the University of Florida is

4. A total score of at least 840 on the Scholastic Aptitude Test (SAT) with a minimum verbal score of 340, a minimum quantitative score of 400, and a minimum score of 31 on the Test of Standard Written English (TSWE). On the American College Testing Program(E-ACT), a composite score of 19 is required with a minimum of 16 on the English subsection, a minimum of 16 on the math subsection, and a minimum of 16 on the reading subsection.
5. State University System Freshman Eligibility Index

Academic GPA	ACT Composite	Enhanced* ACT Composite	SAT Total
3.0	17	19	840
2.9	18	20	860
2.8	18	20	870
2.7	18	20	880
2.6	19	21	890
2.5	19	21	900
2.4	20	21	930
2.3	21	22	960
2.2	22	23	990
2.1	23	24	1020
2.0	24	25	1050

*Enhanced ACT effective 10/89.

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Resource Guide to Programs and Services for Students with Disabilities



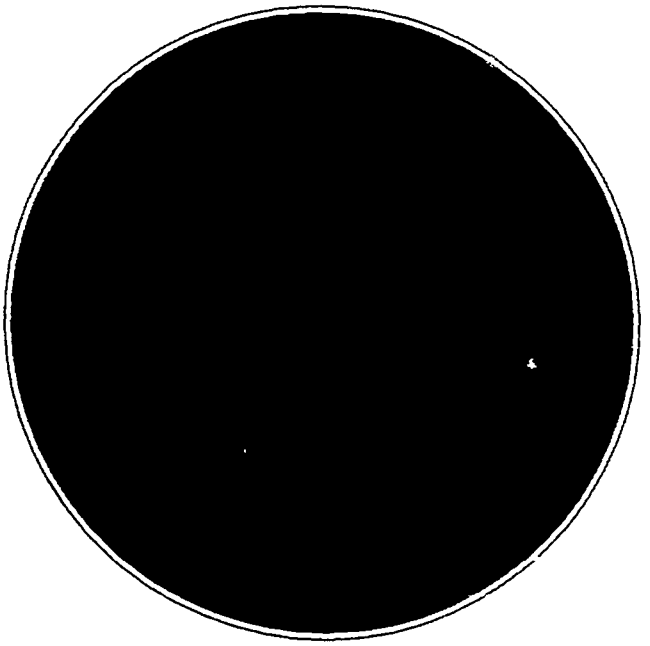
Gold Seal

A publication of the State University System of Florida

ERIC

State University System of Florida
Resource Guide to Programs and Services for Students with Disabilities

Second Edition
January, 1993



Published by
State University System of Florida
Office for Equal Opportunity Programs
325 W. Gaines Street, Suite 1446
Tallahassee, FL 32399-1950

Developed by
Kenneth Osfield
the University of Florida
Office for Student Services

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STATE UNIVERSITY SYSTEM OF FLORIDA
325 West Gaines Street, Tallahassee, Florida 32399-1950

January 20, 1993

Greetings!

Throughout the State University System of Florida, outreach and services are provided to students, employees, and visitors with disabling conditions who come to our campuses. Compliance with legislation, such as the Americans with Disabilities Act and the Rehabilitation Act of 1973, is monitored throughout our universities. Each institution also employs a coordinator of programs and services for students with disabilities who assists in determining and providing the appropriate accommodations for academic pursuits.

In recognition of the diversity of students who pursue post-secondary education, the State University System maintains a strong commitment to providing equal access and eliminating restrictive barriers. Our goal is to create an environment in which all students have the opportunity to learn and make the most of their abilities.

This booklet provides an overview of the services which are available.

With kind regards,

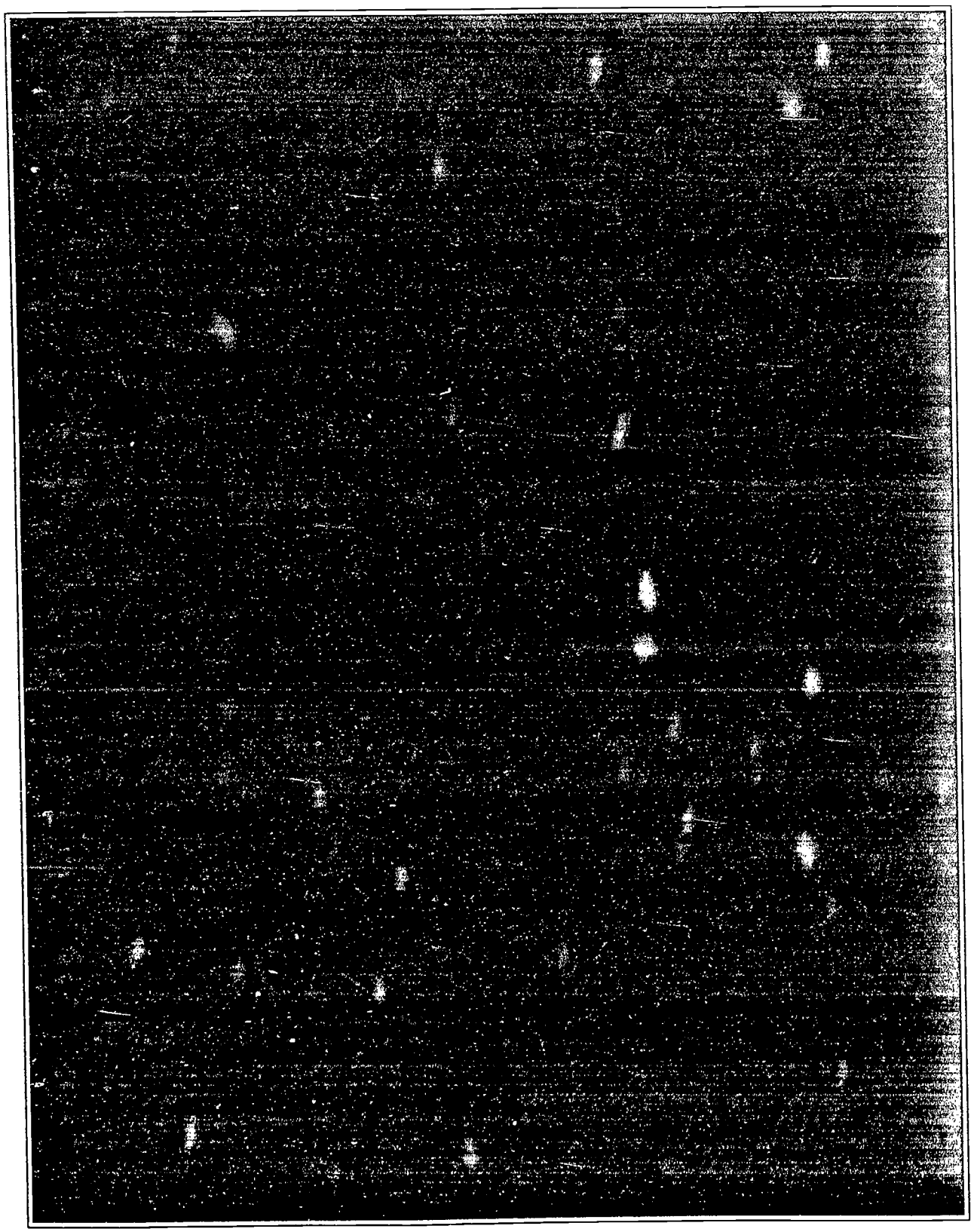
Sincerely,

Charles B. Reed
Chancellor

CBR/gdl

AN AFFIRMATIVE ACTION—EQUAL OPPORTUNITY EMPLOYER

University of Florida, Gainesville • Florida State University, Tallahassee • Florida A&M University, Tallahassee • University of South Florida, Tampa • Florida Atlantic University, Boca Raton
University of West Florida, Pensacola • University of Central Florida, Orlando • University of North Florida, Jacksonville • Florida International University, Miami



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Alternative Formats

For students with disabilities, this publication is available in alternative formats. Please contact:

Office for Student Services
University of Florida
P202 Peabody Hall
Gainesville, Florida 32611
(904) 392-1261 (V/TDD)

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reface

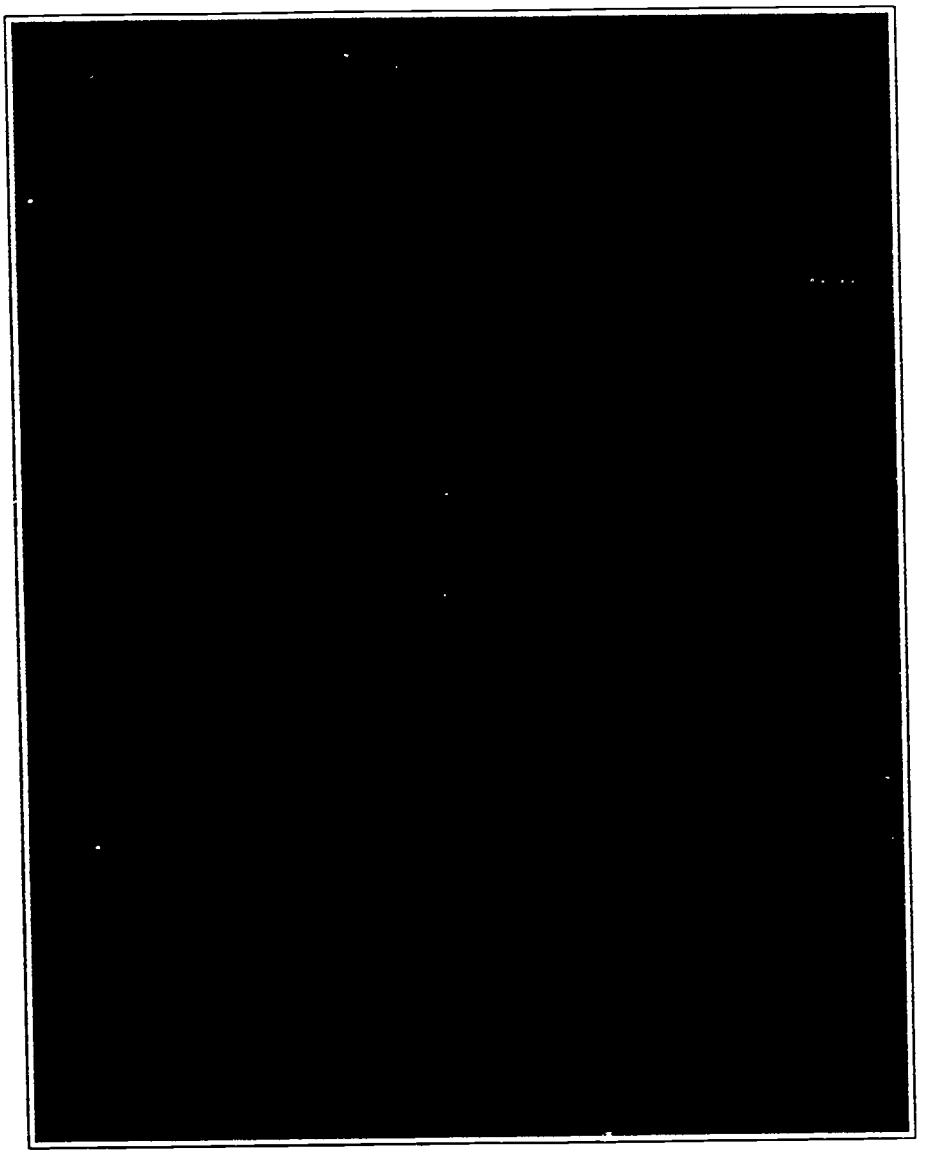
How to Use this Guide

The State University System of Florida's *Guide to Programs and Services for Students with Disabilities* (Second Edition) was developed to provide information about the programs and services of the State University System to potential students. This publication is designed to provide necessary information to students in an organized, brief manner.

Each of the nine state universities has a two page section, outlining the programs and services they offer students with disabilities. Each section is organized in the same manner, for ease of use. You will find:

On the left page: Highlights of the institution (as included in news publications and in the *1990 and 1991 State University System of Florida Annual Reports),* admission procedures, available publications, and university statistics.

On the right page: Outline of services provided specific disabilities by category and important addresses of each main campus, admissions, ADA/504 Compliance Officer, Coordinator for Programs and Services for Students with Disabilities and any student organizations involved with students with disabilities.



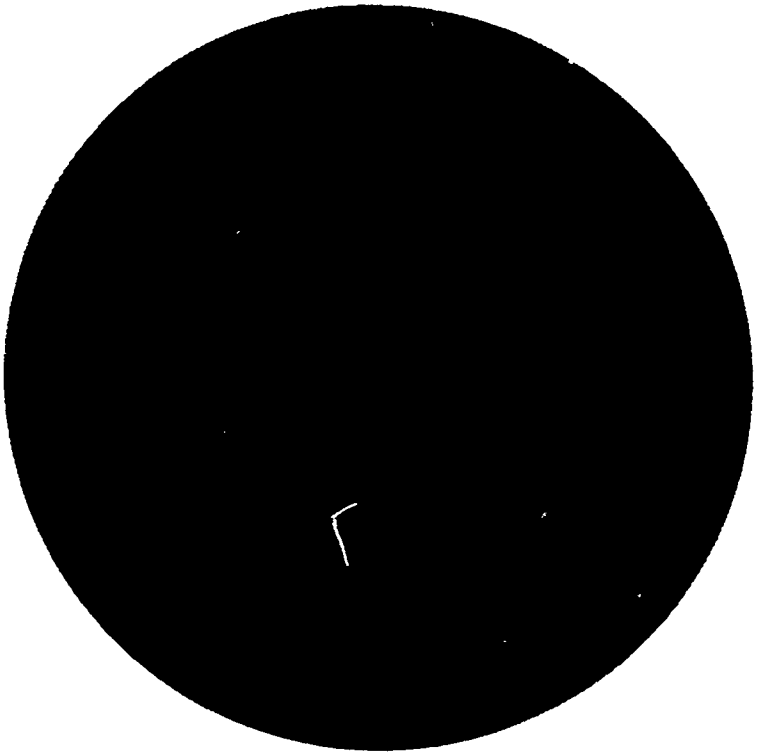
Other relevant resources have also been included in this guide. For example, summaries of the current federal and state laws are included so that you may further determine available assistance.

The final section of this guide includes a brief summary of supporting agencies and scholarships available to assist students with disabilities as they pursue their academic goals.

Where Do I Go If I Have Questions?

After reviewing this publication, if you have any questions or concerns, do not hesitate to contact one of the Coordinators of Programs and Services for Students with Disabilities in a State University System institution.

tate University System



State University System

325 West Gaines Street
Tallahassee, FL 32399

Nine universities make up the State University System of Florida. Each institution provides different programs and services to assist students with disabilities. To learn more about individual institutions and their programs, consult the two-page section on each institution contained in this publication.

The nine state universities contained in this publication include:

Florida A&M University

Main Campus
Suite 301, FHAC
Tallahassee, FL 32307

Florida Atlantic University

Main Campus
Box 3091
Boca Raton, FL 33431

Florida International University

Main Campus
University Park Campus
Miami, FL 33199

Florida State University

Main Campus
Tallahassee, FL 32306

University of Central Florida

Main Campus
Orlando, FL 32816

University of Florida

Main Campus
Box 2946
Gainesville, FL 32602

University of North Florida

Main Campus
456 St. John's Bluff Rd.-S.
Jacksonville, FL 32216

University of South Florida

Main Campus
4202 E. Fowler Ave.
Tampa, FL 33620

University of West Florida

Main Campus
11000 University Parkway
Pensacola, FL 32514

ategories of Disabilities

In order to provide services to students with disabilities, each university asks for *voluntary* self-identification of students with a specific disability. This information is kept confidential and is used for the purpose of aiding students in achieving their fullest potential while at the university. In addition, each university is required to submit annually, a confidential summary to the Board of Regents which includes the number of students with disabilities by category.

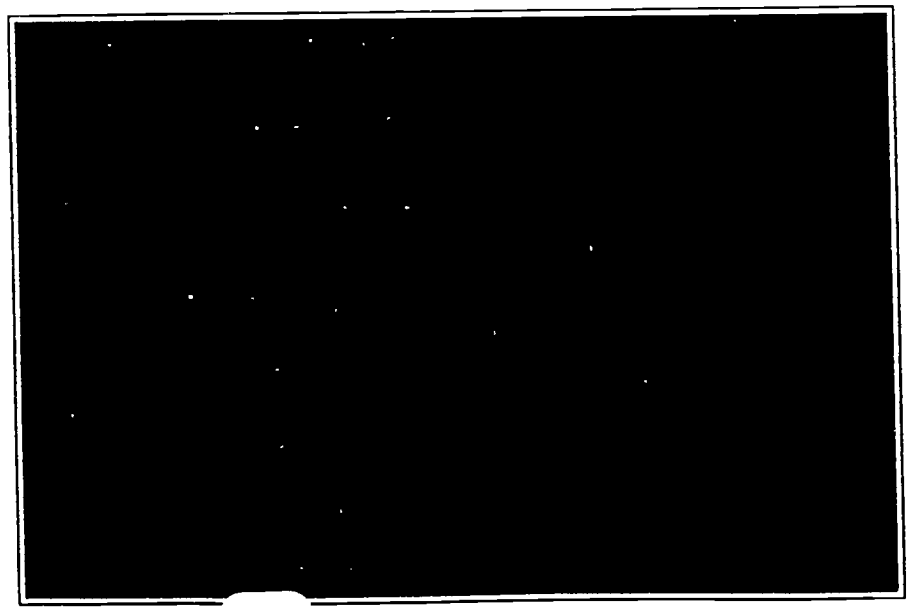
Listed below are the six categories of disabling conditions the State maintains as of September, 1991.

1. **Visual Impairment:**
   Disorders in the structure and function of the eye as manifested by at least one of the following: (1) visual acuity of 20/70 or less in the better eye after the best possible correction, (2) a peripheral field so constricted that it affects one's ability to function in an educational setting, (3) a progressive loss of vision which may affect one's ability to function in an educational setting. Examples include but are not limited to cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

2. **Physical Impairment:**
   Musculoskeletal and connective tissue disorders, neuromuscular disorders. Physically disabling conditions which may require an adaptation to one's school environment or curriculum. Examples include but are not limited to cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect, including but not limited to muscular dystrophy and congenital muscle disorders.

3. **Hearing Impairment:**
   A hearing loss of 30 decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear. Examples include but are not limited to conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.

4. **Specific Learning Disabilities:**
   A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological process. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, mental retardation, emotional disturbance, or an environmental deprivation.



5. **Speech Impairment:** Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include but are not limited to cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

6. **Other Impairments:** Not limited to conditions listed below.

Cardiovascular and Circulatory Conditions. Include but are not limited to congenital heart disease, rheumatic fever and chronic rheumatic heart disease, arteriosclerotic and degenerative heart disease, other diseases or conditions of the heart, other hypertensive diseases, varicose veins and hemorrhoids, and other conditions of the circulatory system.

Mental, Psychoneurotic, or Personality Disorders. Any emotional or behavioral neurosis that has, or could create, an unstable condition in the individual's actions. Include but not limited to psychotic disorders, psychoneurotic disorders, alcoholism, drug dependence, and other character, personality, and behavior disorders.

Blood Serum Disorders. Hemophilia, sickle cell anemia, HIV/AIDS, and disorders where the cause is unknown.

Respiratory Disorders. Tuberculosis of the respiratory system, emphysema, pneumoconiosis and asbestosis, bronchiectasis, chronic bronchitis and sinusitis, other diseases of respiratory system.

Diabetes. Epilepsy.

Other conditions that require an administrative or academic adjustment such as class schedules, parking, and course adjustments, and do not fit into any of the above categories may also qualify. Contact the Coordinator of Services and Programs for Students with Disabilities at a State University System institution for further information.

Should I tell the university about my disability?

That is for you to determine. The following information may help you in making a more informed decision.

1. It is illegal for any university to make pre-admission inquiries about a student's disability.
2. Students with disabilities apply under the same guidelines as all other students.
3. The only time your disability needs to be mentioned in the application process is if you wish to request special admission consideration.

Use question number 27 on the State University System Application Form to apply as a student with a disability (this is an option for you to consider when applying). Also, attach a letter explaining how your disability had an impact on the questionable grade(s), test score(s), or choice of high school courses. Once you ask for special consideration, the university then has the right to ask for relevant documentation to verify your disability. Any documentation provided is confidential and cannot be released to anyone without your permission.

In order to receive services at any State University System institution, you must register with the office responsible for programs and services for students with disabilities.

Documentation is necessary to verify every disability. In order to make sure that services are available on the first day of classes, make contact early, and provide all medical or psychoeducational information before classes begin. If you have learning disabilities, a "current" psychoeducational evaluation will be necessary. Contact universities of interest to see how "current" is defined. If you are still in high school, and the most current evaluation is older than three years, obtain a new evaluation before graduation. Evaluations in college are generally at the expense of the student.

ederal Rehabilitation Act

Section 504.
Federal Register / Vol. 45, No. 92, pg. 30937-30944

Section 504 is designed to eliminate discrimination on the basis of handicap in any program or activity receiving federal financial assistance. It provides that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance. Handicapped person means any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

Admissions and Recruitment

Qualified handicapped persons may not, on the basis of handicap, be denied admission or be subjected to discrimination in admission or recruitment. Institutions may not make pre-admission inquiry as to whether an applicant for admission is a handicapped person. After admission, the university may make inquiries on a confidential basis as to handicaps that may require accommodation. .



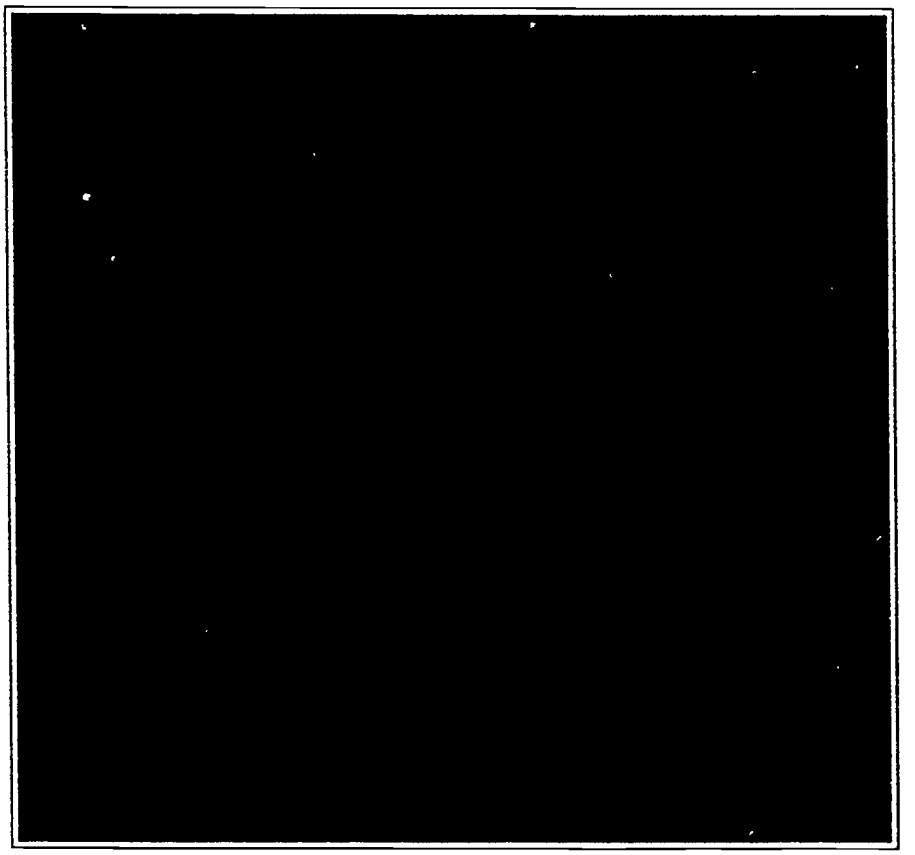
Academic Adjustments

Universities shall make such modifications to academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can not demonstrate that are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section.

Modifications may include changes in the length of time permitted for the completion of degree requirements and adaptation of the manner in which specific courses are conducted. Universities shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the school because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

Section 504 is too lengthy a document to include in this publication. If you wish a complete copy of the legislation, please contact the Equal Opportunity Programs Office at one of the State University System institutions.

mericans with Disabilities Act



The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990. This act protects millions of Americans with disabling conditions from discriminatory practices in public accommodations (including colleges and universities), employment, transportation and telecommunications. The ADA extends the coverage of Section 504 of the Rehabilitation Act of 1973.

The ADA protects every person who either has, used to have, or is treated as having, a physical or mental disability which substantially limits one or more major life activity. Individuals who have serious contagious and non-contagious diseases such as HIV/AIDS, cancer, epilepsy or tuberculosis are also covered under the auspices of ADA.

Employment

State University System institutions, as employers of students, faculty and staff, may not discriminate against qualified individuals with disabling conditions and must reasonably accommodate the disabilities of qualified applicants or employees unless undue hardship would result.

Public Services

State University System institutions may not discriminate against qualified individuals with disabling conditions by excluding them from participating in or denying them the benefits of the services, programs or activities of the university.

Public Accommodations

Public facilities of State University System institutions, including student unions, museums, athletic arenas, auditoriums, libraries, recreational facilities, etc., must be accessible to individuals with disabling conditions.

Telecommunications

Telecommunication relay services for hearing and speech impaired persons must be provided.

Questions

If you desire more complete information, please contact the ADA Coordinator at the addresses provided within this publication.

Note: Section 504 uses the term handicapped and ADA uses the term disabled. Section 504 will be amended to reflect the term disabled in the near future.

tate Guidelines

1991 State Board of Education, Board of Regents

6C-6.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities.

(1) A university shall provide reasonable substitution or modification for any requirement for admission into an undergraduate or graduate program of study, or for entry into the upper division, or for graduation for any student who is hearing impaired, visually impaired, or dyslexic, or who has a specific learning disability where documentation can be provided that the student's failure to meet the requirement does not constitute a fundamental alteration in the nature of the program.

(2) In determining whether to grant a substitution or modification, a university will consider pertinent documents including, but not limited to, a physician's statement, vocational rehabilitation records, and school records maintained as a result of the exceptional child provisions of Public Law 94-142. The State Board of Education has prescribed in Rule 6A-10.041, FAC, the definitions of disabilities to which this Rule 6C-6.018 applies, and each university will provide the student the opportunity to present evidence to support his or her disabilities, and an appeals process.

Specific Authority 240.209(1), (3)(p) FS. Law Implemented 240.209(1), 240.152, 240.153 FS. History-New 4-20-87, Amended 9-15-91.

Ch 240. F. S. 1989. Postsecondary Education

240.152 Impaired and learning disabled persons; admission to postsecondary institutions; substitute requirements; rules.

Any person who is hearing impaired, visually impaired, dyslexic, or who has a specific learning disability shall be eligible for reasonable substitution for any requirement for admission to a state university, community college, or postsecondary vocational institution where documentation can be provided that the person's failure to meet the admission requirement is related to the disability. The State Board of Education, the Board of Regents, and the State Board of Community Colleges shall adopt rules to implement this section and shall develop substitute admission requirements where appropriate. History-s. 1, ch. 86-194

240.153 Impaired and learning disabled persons; graduation, study program admission, and upper division entry; substitute requirements; rules.

Any student in a state university, community college, or postsecondary vocational institution who is hearing impaired, visually impaired, dyslexic, or who has a specific learning disability shall be eligible for reasonable substitution for any requirement for graduation, for admission into a program of study, or for entry into upper division where documentation can be provided that the person's failure to meet the requirement is related to the disability and where the failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program. The State Board of Education, the Board of Regents, and the State Board of Community Colleges shall adopt rules to implement this section and shall develop substitute requirements where appropriate. History-s. 2, ch. 86-194.

S.E.S

lorida Relay Service

For students with hearing impairments, when trying to call a department on a University campus, use the Florida Relay Service if the department does not list a TDD number.

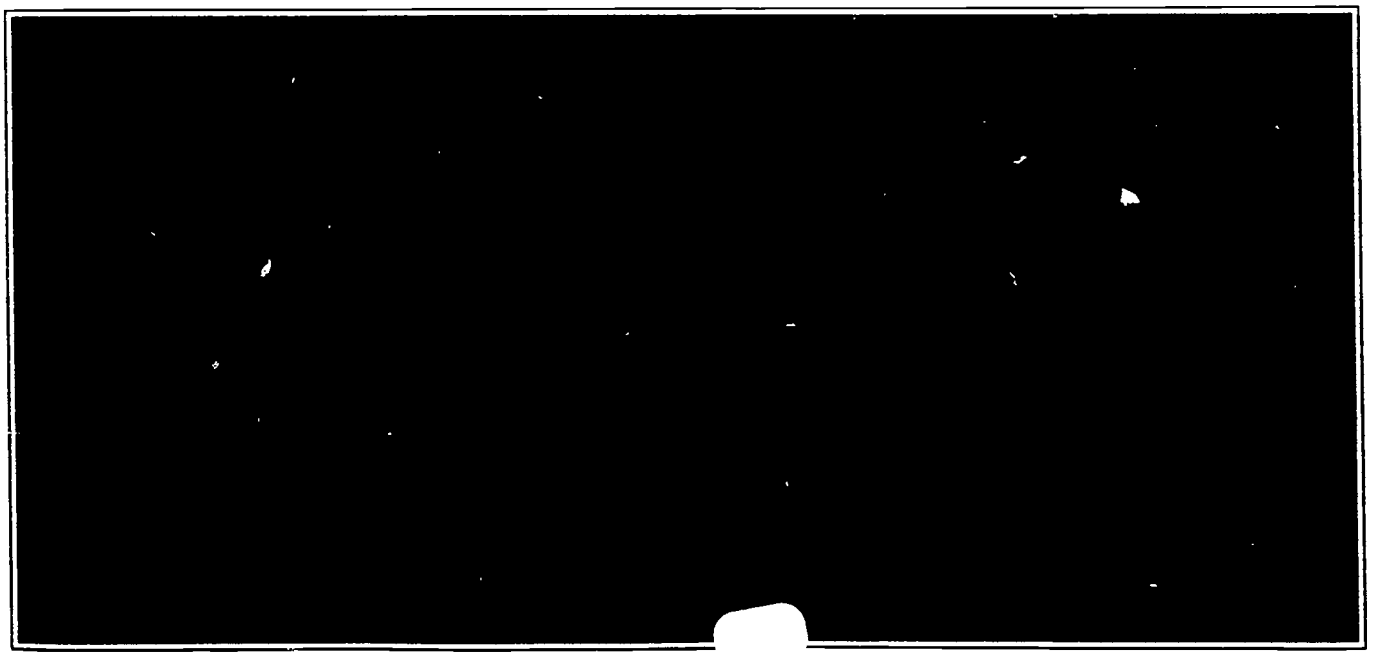
To make a FRS call, simply dial

1-800-955-8771 (TDD)
1-800-955-8770 (V)

Things to Remember

- To make a call through the FRS, you only need a regular telephone and a TDD.
- Your call is answered by a Communication Assistant at the FRS Center in Miami. The assistant will serve as a liaison as you call the person you wish to reach. Each spoken word is typed into the TDD by the Communications Assistant. Your TDD response is relayed to the Communications Assistant who speaks to the hearing person who you called.
- There is no charge for this service, except on long distance calls, which are offered at discount rates.
- The service is available 24-hours a day, 365 days a year.
- The service should not be used in an emergency. Dial 911 first.
- All relay users should have their numbers ready when they call FRS.
- Hearing persons can reach the deaf, deaf-blind, hard of hearing and speech impaired by using the service.
- FRS should not handle TDD to TDD calls. Direct TDD calls should be made without FRS assistance.

For information on how to obtain a TDD, and other assistance, call 1-800-222-2346.



Auxiliary Learning Aids

Senate Bill 278H. Section 01. 407 Special Categories. Grants and Aids. Auxiliary Learning Aids for Postsecondary Handicapped Students from general Revenue Fund.

Funds provided in Specific Appropriation 407 shall be used for auxiliary learning aid assistance for handicapped students who are attending a state university or public community college in Florida and shall be administered under rules adopted by the State Board of Education. Such rules shall include standards of eligibility providing that auxiliary aids will be restricted to students who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973, as amended, and who are not able to obtain auxiliary aid assistance under state or federal vocational rehabilitation programs or other governmental programs. Such rules shall provide for reimbursement to the institution by the Department of Education for auxiliary aid assistance provided under this program. The level of reimbursement of funds shall be based on the number of disabled students served in the prior year, the amount of institutional matching funds provided and the institution's Auxiliary Learning Aids expenditures for the prior year. Any funds herein appropriated and unencumbered at the end of the fiscal year shall revert to the General Revenue Fund unallocated. Participating institutions shall be required to provide matching funds of at least 30 percent beginning in Fall 1991 and at least 40 percent beginning in Fall 1996. Eligible matching expenditures shall include equipment and personnel services which are dedicated to providing direct auxiliary instructional support to handicapped students.

Senate Bill 278H. Section 01. Specific Appropriation.

Upon request by the institution, an equal amount to 20 percent of an institution's allocation may be distributed at the time of allocation. Any funds provided in advance shall be deducted from the total amount the institution is eligible to be reimbursed for actual expenditures under its plan. At least once during the each year the allocation, expenditures and needs of all institution shall be reviewed. If this review shows that any institution is not spending this allocation at a rate that would exhaust the allocation by the end of the year, the Commissioner may adjust allocations between and among institutions. For 1992-93, the annual expenditure limit for individual students participating shall be $5,500.

None of the appropriation for auxiliary learning aids shall be expended for hourly, OPS or salaried personnel except for persons who are necessary for providing direct auxiliary instructional support to handicapped students. With specific prior approval of the Department of Education, funds may be used to pay salaries of interpreters for the deaf, learning disability specialists, readers, notetakers and tutors who work directly with disabled students in the learning environment and who are employed in full-time salaried positions where the workload justifies a full-time employee. At no time may any of the funds from this appropriation be expended for the salary of the institution's coordinator of disabled student services.

The Department of Education shall survey private colleges and universities to determine the number of student who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973. Based on its findings, the Department shall estimate the fiscal impact of expanding the auxiliary learning aids for postsecondary handicapped students program to include the eligible students in private universities. The Department shall include in its 1993-94 legislative budget request funds needed to serve handicapped students in private universities at the same level as handicapped students in the State University System are funded.

Department of Education Rules. State Board of Education. 6A-10.28 Auxiliary Aid Assistance for Handicapped Students.

1) Funds appropriated in Item 271D of section 1 of Chapter 79-212, Laws of Florida, for auxiliary aid assistance for handicapped students attending a state university or a public

community college in Florida shall be distributed quarterly to participating institutions as reimbursement for eligible expenditures made by the institution pursuant to this rule.

2) Subject to the availability of funds appropriated for this purpose, a state university or a public community college shall be eligible to receive reimbursement of funds expended to purchase auxiliary aids as defined in subsection 84.44(d) C.F.R. needed by a student attending that institution who is handicapped within the definition of Section 504 of the Federal Rehabilitation Act of 1973, as amended, and who is not able to obtain the needed auxiliary aid assistance under state or federal vocational rehabilitation programs responsible for providing such assistance. Assistance provided under this rule shall be used solely for the provision of auxiliary aids as defined in the subsection 84.44 (d) of the federal regulations governing the Section 504 program of the Federal Rehabilitation Act of 1973, as amended. The reimbursement of expenditures for each handicapped student shall not exceed five thousand five hundred dollars ($5,500) per academic year. The limitation of funds for reimbursement shall in no way obviate or alleviate the institution's responsibility to provide any auxiliary aids required by subsection 84.44(d) C.F.R.

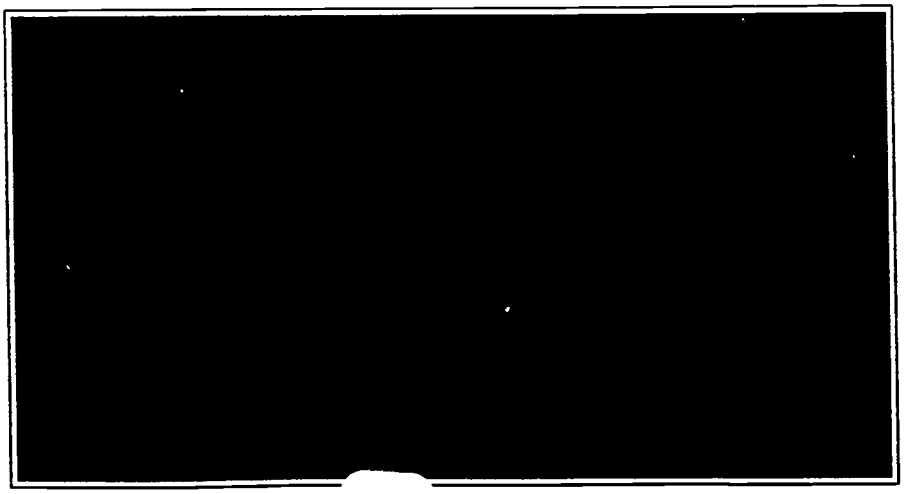
3) In the event that a beneficiary of auxiliary aid assistance transfers from one state university or public community college in Florida to another, the benefits provided under this rule shall be transferred upon approval of the Department of Education.

4) Any auxiliary aid equipment provided to a handicapped student under this rule shall be the property of the institution, and upon completion of the course or program for which the student is enrolled, must be returned to the institution from which it was obtained.

5) With approval of the Department of Education, two (2) or more institutions may pool equipment in order to better meet the needs of handicapped students.

6) Each institution wishing to receive reimbursement for funds expended pursuant to Rule 6A-10.28(2), FAC, shall submit to the Commissioner at the end of each quarter (September 30, December 31, March 31, and June 30) a report containing the following: (a) the name of each student provided auxiliary aid by the institution; (b) the nature of the student's handicap; (c) each auxiliary aid purchased for and provided to the student; (d) the actual expenditure by the institution for each aid provided; (e) a certification that the student was unable to secure the required assistance for this aid from any of the state or federal vocational rehabilitation programs responsible for such assistance.

7) Each quarterly report shall show institution expenditures for each quarter of the fiscal year and the total expenditure for the year to date. If more than one (1) student is provided assistance, a report containing the information in category (6) above shall be submitted for each student, and a summary report shall be submitted listing total expenditures for which the institution is requesting reimbursement for all eligible students.



lorida A&M University

General Program

In 1992, Florida A&M University was ranked number one, ahead of Harvard University, in the enrollment of National Achievement Scholars--the most sought after students in the nation.

Florida A&M offers 66 bachelor's and 16 master's degrees, as well as Ph.D.'s in pharmaceutical sciences and engineering. The university has five $1 million Eminent Scholar Chairs in the schools of pharmacy, journalism, business and engineering. The Centel Foundation has pledged another $1 million for a sixth endowed chair, also in engineering.

Florida A&M is second among historically black colleges and universities in federal research and development funding. In 1989, a Florida A&M professor received his second patent for a new steroid to treat rheumatism, arthritis, hay fever and asthma, without side effects from prolonged use.

Florida A&M's Coleman Library was recently renovated at a cost of $6 million, adding 30,000 square feet of additional space. The 450,000-volume library has a state-of-the-art media center-the only one of its kind in Florida. The center features computer-equipped study carrels, a campus-wide closed-circuit television system, a teleconference center, graphic arts division and computer laboratory.

The world-famous Florida A&M "Marching 100" Band continues to receive national media coverage. In 1985, it became the first band outside of the Big 10 Conference to earn the Sousa Foundation's coveted Sudler Trophy. In 1989, the band represented the United States in the Bastille Day parade down the Champs Elysee in Paris, celebrating the 200th anniversary of the French Revolution. Recently, the band was selected to participate in the inauguration of President Bill Clinton in Washington, D.C.

The Florida Black Archives and Research Center and Museum, housed at Florida A&M, remains the nation's largest repository for African and African-American artifacts and papers.

Florida A&M is an equal employment and opportunity university and is committed to assuring that all persons are provided an equal opportunity to pursue employment and educational opportunities free from harassment and discrimination.

Publications

A pamphlet listing services for students with disabilities, as well as a student resource guide, is available to all students upon request to the Coordinator for Services and Programs for Students with Disabilities.

Admissions Procedures

Contact the Coordinator of Special Programs and Services for Students with Disabilities for information about admission procedures of Florida A&M University.

Fall, 1992 University Statistics for Students with Disabilities

Category	Hearing Impairments	Learning Disabilities	Physical Impairments	Speech Impairments	Visual Impairments	Other Disabilities	Registered Disabilities	Student Population
Number Students	2	58	5	0	2	5	72	9,487

Services Provided to Students with Disabilities

Hearing Impairments

- interpreter service
- transcription of notes
- notetakers

Learning Disabilities

- specially trained tutors
- study skills course
- talking computers
- special academic advising
- foreign language waiver
- Reading and Writing Center
- Kurzweil Personal Reader
- extended time on exams
- Franklin Language Master
- grade forgiveness policy
- paid tutors
- notetakers
- alternate testing
- CLAST waiver
- course substitution
- counseling (career, personal and academic)
- Comprehensive support services for LD students are available. Contact:

  Dr. Sharon M. Wooten
  Development and Evaluation
  205 University Com.
  Florida A&M University
  Tallahassee, FL 32307
  (904) 599-3180

Physical Impairments

- reader service
- accessible computers
- library access assistance
- extended time on exams
- campus orientation
- paid tutors
- transportation

Speech Impairments

- tapes and recorders
- Speech productions lab conducted by Florida A&M College of General Studies

Visual Impairments

- reader service
- no guide dog restrictions
- Kurzweil Personal Reader
- taping facilities
- campus orientation
- paid tutors
- notetakers
- alternate testing

Other disabilities

- determined by individual needs

Addresses

Main Campus Address:

Florida A&M University
Tallahassee, FL 32307

Admissions Office:

Florida A&M University
Tallahassee, FL 32307-0077
(904) 599-3796

ADA/504 Compliance Officer:

Ms. Mary R. Vaughn
Assistant to the President
Suite 301, FHAC
Tallahassee, FL 32307
(904) 599-3225

Coordinator of Services and Programs for Students with Disabilities:

Dr. Junious D. Brown
Suite 116, FHAC
Tallahassee, FL 32307
(904) 599-3541

Student Organization involved with Issues of Disability:

Dr. Sharon Wooten
Excellence Through Caring Club
205 University Commons
Florida A&M University
Tallahassee, FL 32307
(904) 599-3180

lorida Atlantic University

General Program

Florida Atlantic University, which offers 41 master's and 14 Ph.D. programs in nine colleges, has the state's only ocean engineering program, which ranks among the top three in the United States.

Florida Atlantic is home to the Holocaust Research Center, which chronicles the Holocaust from 1933 to 1945. The Center is part of Florida Atlantic's growing Judaic Collections Center-the second largest collection of its kind in the state. In 1990, the university announced the establishment of its 11th Eminent Scholar chair, the Raddock Family Chair for the Study of the Holocaust.

In 1991, long time Florida Atlantic benefactor Charles E. Schmidt donated $10 million to the university's arts and humanities program.

An interdisciplinary program in ethnic studies, focusing on the historical, social and cultural diversity of ethnic and minority groups in American Society, has been established at Florida Atlantic. The program highlights the experiences of African-Americans, Asian-Americans, Hispanics and Native Americans in contemporary American Society.

Dr. Robert Taylor, director of Florida Atlantic's School of Accounting was named 1990 Outstanding Educator by the Florida Institute of CPA's. Graduates of the Accounting School recently achieved the nation's highest first-time passing rate on the Uniform CPA Examinations.

The Karen Slattery Educational Research Center for Child Development provides a model educational environment to children aged two to five, and practical experience to Florida Atlantic education students doing internships, supervised teaching and research.

Plans are approved for a $65 million, 52-acre research park to attract research corporations to Florida Atlantic.

Two Broward based colleges have been established in Liberal Arts and Urban and Public Affairs. Former Florida Governor Reubin Askew joined Florida Atlantic Faculty as Distinguished Visiting Professor in the Urban and Public Affairs School.

Florida Atlantic strives to provide equal access to a quality education by providing reasonable accommodations to qualified individuals. Contact the Office for Disabled Student Services for assistance.

Publications

A pamphlet listing services for students with disabilities is available upon request to the Coordinator of Services and Programs for Students with Disabilities.

Admissions Procedures

Students with disabilities may, at their request, receive special admissions considerations based on their disability. Check question #27 on the SUS Application. Applicants who would like special considerations are encourage to contact the Coordinator of Programs and Services for Students with Disabilities to obtain additional information.

Fall, 1992 University Statistics for Students with Disabilities

Category	Hearing Impairments	Learning Disabilities	Physical Impairments	Speech Impairments	Visual Impairments	Other Disabilities	Registered Disabilities	Student Population
Number Students	15	58	57	0	10	17	157	14,673

Services Provided to Students with Disabilities

Hearing Impairments

- interpreter service
- amplification systems
- TTY/TDD access
- note takers

Learning Disabilities

- specially trained tutors
- talking computers
- foreign language substitution
- Gordon Rule substitution
- volunteer tutors
- extended time on exams
- grade forgiveness policy
- taped textbooks
- notetakers
- alternate testing
- CLAST waiver

Students who have a documented learning disability may receive strategy tutoring from an LD specialist on staff. For more information on services and support contact:

Ms. Beverly Warde
LD Specialist
SSB Room 226A, Box 3091
Boca Raton, FL 33431
(407) 367-3880 (TDD/V)

Physical Impairments

- reader service
- accessible computers
- library access assistance
- volunteer tutors
- extended time on exams
- move class if not accessible
- notetakers
- alternate testing

Speech Impairments

- Communications Disorder Center for:
  1. Diagnosis
  2. Therapy

Visual Impairments

- reader service
- Optacon Machine
- talking computers
- no guide dog restrictions
- library access assistance
- volunteer tutors
- extended time on exams
- taping facilities
- taped textbooks
- notetakers
- alternate testing
- Visualtek

Other Disabilities

- Extended time for exams, and postponed dates for assignments for students with HIV/AIDS.

Addresses

Main Campus Address:

Florida Atlantic University
Box 3091
Boca Raton, FL 33431

Admissions Office:

Florida Atlantic University
Boca Raton, FL 33431-0991
(305) 367-3040

ADA/504 Compliance Officer:

Mr. Ricky T. Walker
Equal Opportunity Programs
Administration 373
Box 3091
Boca Raton, FL 33431
(407) 367-3004
238-3004 (SUNCOM)

Coordinator of Services and Programs for Students with Disabilities:

Dr. Brian R. Bryant
Library 175
Box 3091
Boca Raton, FL 33431
(407) 367-3880 (TDD/V)
238-3880 (SUNCOM)

Student Organization Involved with Issues of Disability:

Florida Atlantic University
Disabled Student Organization
Library-Room 175
Box 3091
Boca Raton, FL 33431
(407) 367-3880 (TDD/V)
(407) 238-3880 (SUNCOM)

lorida International University

General Program

For several years, Florida International University has been named as one of "America's Best Colleges" by *U.S. News and World Report.*

Founded in 1965 and opened to students in 1972, Florida International was the youngest university on the southern regional "Best Colleges" list. Florida International is one of the fastest-growing public university in the United States and the largest university in southern Florida. At the same time, academic standards have increased. Entering freshmen have grade point averages a full point over the national average and SAT scores more than 100 points above the national average.

The School of Public Affairs and Services has received a $206,000 grant from the United States Agency for International Development for a project to study and strengthen legislative bodies in Latin America. The school has joined the State University of New York in Albany and the Center for Democracy in Washington, D.C., to create the Consortium for Legislative Development.

Florida International's Latin American and Caribbean Center received a $375,000 grant from the Andrew Mellon Foundation to initiate a new Caribbean research and training program. The prestigious Mellon Grant is one of the largest grants ever given in the United States to further Caribbean studies. The United State Department of Education designated the Center a Natural Resource center--the only stand-alone undergraduate center in the country given this distinction.

The School of Journalism and Mass Communications received full accreditation on a unanimous vote from the National Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). Approximately 90 of the 360 journalism and mass communications programs at American colleges and universities are fully ACEJMC accredited. ACEJMC officials particularly praised the quality of teaching in the Florida International Program.

Disabled Student Services counselors work with students on an individual basis to design a program to assist the student. Assistance may be in the form of notetakers, readers, sign language interpreters for classes, library or laboratory assistants, or adaptive equipment.

Publications

A guide book for students with disabilities and a pamphlet listing services for students with disabilities is available upon request to the Coordinator for Disabled Student Services.

Admissions Procedures

Contact the Coordinator of Disabled Student Services for information.

Fall, 1992 University Statistics for Students with Disabilities

Category	Hearing Impairments	Learning Disabilities	Physical Impairments	Speech Impairments	Visual Impairments	Other Disabilities	Registered Disabilities	Student Population
Number Students	21	96	75	13	23	48	276	23,093

Services Provided to Students with Disabilities

Hearing Impairments

- interpreter service
- amplification systems
- TTY/TDD access
- visual alarms in residence halls
- notetakers
- extended exam time

Learning Disabilities

- talking computers
- foreign language waiver
- Gordon Rule waiver
- volunteer tutors
- Kurzweil Personal Reader
- extended exam time
- Franklin Language Master
- grade forgiveness policy
- taped textbooks
- notetakers
- alternate testing
- CLAST waiver
- special academic advising
- priority registration
- substitutions and waivers for admissions requirements

Physical Impairments

- reader service
- accessible computers
- library access assistance
- adaptive equipment
- extended exam times
- campus orientation
- alternate classrooms for inaccessible areas
- volunteer tutors
- notetakers
- alternate testing

Speech Impairments

- assistance in advising faculty of any special accommodations needed

Visual Impairments

- reader service
- talking computers
- talking calculators
- no guide dog restrictions
- library access assistance
- Kurzweil Personal Reader
- extended exam time
- Franklin Language Master
- braille and taping equipment
- campus orientation
- volunteer tutors
- taped textbooks
- notetakers
- alternate testing
- VTEKS
- Clast Waivers
- Gordon Rule Waiver

Other Disabilities

- notetakers
- adapted testing
- counseling referrals
- letters to instructors requesting needed accommodations

Addresses

Main Campus Address:

Florida International Univ.
University Park Campus
Miami, FL 33199

Admissions Office:

Florida International Univ.
PC 140
Miami, Florida 33199
(305) 348-2363

ADA/504 Compliance Officer:

Dr. Toni Eisner
Assistant Vice President
PC 215
Miami, FL 33199
(305) 348-2785

Coordinator of Services and Programs for Students with Disabilities:

Mr. Peter Manheimer
GC 225
Florida International Univ.
Miami, FL 33199
(305) 348-3532 (V)
(305) 348-3852 (TDD)

Student Organization involved with Issues of Disability:

PLUS IV
Mr. Peter Manheimer
GC 225
Miami, FL 33199
(305) 348-3532 (V)
(305) 348-3852 (TDD)

lorida State University

General Program

In 1991, Dr. Dale W. Lick became the 11th President of Florida State University.

Recognizing the diversity of Florida's population, Florida State adopted new curriculum requirements introducing students to cultures beyond the western civilization. Florida State is the first university in Florida to incorporate a multi-cultural element into its liberal-studies curriculum.

The Supercomputer Computations Research Institute received a new $10 million Cray Supercomputer capable of performing 1.3 billion calculations per second. SCRI also installed the world's most powerful Thinking Machines Supercomputer to apply parallel processing techniques to the growing data-intensive computing applications encountered in industry and science.

Florida State is home to the National High Magnetic Field Laboratory, the national center for research in magnet-related technologies. The laboratory welcomed Dr. J. Robert Schrieffer, winner of the 1972 Nobel Prize in Physics, to its staff. Dr. Schrieffer is the fifth Nobel Laureate to serve on the Florida State Faculty.

The university also received its largest private gift in 1991, an Ocala art museum's works of fine art and an endowment valued at $42 million from Mr. Arthur I. Appleton of Ocala. The gift includes funding of an Eminent Scholar Superchair in the arts.

A national pollster donated 15 years of survey research on southern politics, a collection valued at $6 million, to Florida State. The Florida State College of Communications opened the Tarrance Archives of Public Opinion Research with studies and interviews donated by the Houston survey research company, Tarrance and Associates.

Students in the School of Motion Picture, Television and Recording Arts won first prize in the college-level equivalent of television's "Emmy" awards. Florida State film school students have produced many award-winning films and video productions in national and international competitions.

The presence of a disability should not be an insurmountable handicap. At Florida State University there is a commitment to provide students with disabilities the most integrated and least restrictive educational and living environment possible. Services vary depending on individual needs.

Publications

A pamphlet listing services for students with disabilities is available on request to the Coordinator for Services and Programs for Students with Disabilities.

Admission Procedures

Students apply under the same circumstances as all other students. For information about admissions call (904) 644-6200.

Fall, 1992 University Statistics for Students with Disabilities

Category	Hearing Impairments	Learning Disabilities	Physical Impairments	Speech Impairments	Visual Impairments	Other Disabilities	Registered Disabilities	Student Population
Number Students	17	205	71	3	35	20	351	28,424

Services Provided to Students with Disabilities

Hearing Impairments

- interpreter service
- TTY/TDD access
- notetakers

Learning Disabilities

- talking computers
- academic advising
- cassette duplicator
- computer instruction
- Kurzweil Personal Reader
- extended time on exams
- Franklin Language Master
- editing
- taped textbooks
- notetakers
- alternate testing
- CLAST waiver possible

Physical Impairments

- accessible computers
- library access assistance
- loaner equipment
- special physical education lab
- adaptive equipment for computers
- extended time on exams
- campus orientation
- alternate classrooms for inaccessible areas
- notetakers
- alternate testing
- Wheelchair accessible van

Speech Impairments

- students work through Department of Communications and Speech Disorders

Visual Impairments

- students traditionally work through Division of Blind Services

Addresses

Main Campus Address:

Florida State University
Tallahassee, FL 32306

Admissions Office:
Florida State University
Box 5000
Tallahassee, FL 32314
(904) 644-6200

ADA/504 Compliance Officer:

Dr. Freddie L. Groomes
Executive Assistant to the President
301 Westcott
Florida State University
Tallahassee, FL 32306
(904) 644-5283

Coordinator of Services and Programs for Students with Disabilities:

Dr. Robin Leach
Disabled Student Services
303 Bryan Hall R-52
Tallahassee, FL 32306-2009
(904) 644-9569 (TDD/V)

Student Organization involved with Issues of Disability:

PACE
318 Bryan Hall R-52
Florida State University
Tallahassee, FL 32303-2009
(904) 644-9571 (TDD/V)

niversity of Central Florida

General Program

U.S. News and World Report has ranked the University of Central Florida among the top dozen regional universities in the South in its annual guides to the nation's best colleges and universities.

The University of Central Florida students consolidated their world-class computer programming reputation by capturing fifth place in the 15th Annual Association of Computing Machinery Scholastic Programming Competition in San Antonio, Texas. The competition put the University of Central Florida team ahead of teams from Ivy League and Nobel Laureate-laden state universities.

The University of Central Florida is the lead university in a consortium of Florida Universities supported by the Centers for Disease Control to develop ways to educate teachers on AIDS and the HIV Virus.

Two professors of the Mechanical Engineering and Aerospace Studies Department developed a laser process for shaping ceramic tiles used to protect space shuttles during landing.

The crystal growing laboratory of the Center for Research in Electro-Optics and Lasers developed capabilities equal to any in the United States. Among its achievements: technology to grow laser crystals that provide access to blue wavelength, undersea communication, and developing a simplified technique for growing laser material needed for uses ranging from communications to medicine.

Construction is nearing completion on an $8.6 million track and field house facility. Also under construction is a $6.7 million art complex which will include classrooms, a gallery and an auditorium. Site preparation began in 1990 for a new 90,000 square foot student union.

The University of Central Florida's Student Disability Services can provide the following for students who have disabilities: information and orientation to campus facilities and services, assistance with registration for courses, assistance with classroom accommodations (including exam accommodations), The University of Central Florida disabled parking decals, counseling, referral to campus and community services. The assistance provided depends on student's disability and needs.

Publications

An information sheet for services and programs for students with disabilities is available on request to the Director of Student Disability Services.

Admission Procedures

Apply for admission early. Applications for admission will be accepted up to one year in advance of the admission date. The university application for admission contains an optional question regarding disability if a student needs special consideration for admission. It is the student's responsibility to contact the Office of Student Disability Services to receive services.

Fall, 1992 University Statistics for Students with Disabilities

Category	Hearing Impairments	Learning Disabilities	Physical Impairments	Speech Impairments	Visual Impairments	Other Disabilities	Registered Disabilities	Student Population
Number Students	19	95	69	2	27	5	217	21,873

Services Provided to Students with Disabilities

Hearing Impairments

- interpreter service
- amplification system
- TTY/TDD access
- notetakers

Learning Disabilities

- talking computer
- Reading and Writing at SARC
- Kurzweil Reading Machine
- extended time on exams
- paid tutors (only at SARC)
- taped textbooks (only from RFB)
- notetakers
- electronic spell checker
- foreign language substitution

Physical Impairments

- library access assistance
- extended time on exams
- campus orientation
- alternate classrooms for inaccessible areas
- writers for exams
- notetakers

Speech Impairments

- Speech course substitution
- foreign language substitution

Visual Impairments

- reader referral service
- talking computer
- talking calculators
- no guide dog restrictions
- library access assistance
- closed-circuit video print enlargers
- large print exams
- Kurzweil Reading Machine
- extended time on exams
- campus orientation
- readers for exams
- paid tutors—only at SARC
- taped textbooks—only from RFB

Other Disabilities

- services provided based on individual needs

Addresses

Main Campus Address:

University of Central Florida
Orlando, FL 32816-0001

Admissions Office:

University of Central Florida
P.O. Box 160111
Orlando, FL, 32816-0111

ADA/504 Compliance Officer:

Ms. Janet P. Balanoff
Equal Opportunity/
Affirmative Action Programs
AD 330
University of Central Florida
Orlando, FL 32816-0030
(407) 823-2348

Coordinator of Services and Programs for Students with Disabilities:

Ms. Louise Friderici
Student Disability Services
AD 282
University of Central Florida
Orlando, FL 32816-0160
(407) 823-2371
(407) 823-2116 (TDD)

Student Organization involved with Issues of Disability:

No organization at the present time

niversity of Florida

General Program

The University of Florida is the state's oldest university and one of the three most comprehensive universities in the nation for the diversity of its academic programs.

The university offers 114 majors and 52 undergraduate degree programs, 152 master's and 89 doctoral degree programs in 87 of the university's 137 academic departments. The University of Florida has nationally recognized programs in business administration, engineering, education and research, architecture, journalism, fine arts, law education, agriculture, forestry and arts and sciences.

The state standard for health care is set on the University of Florida campus with Shands Teaching Hospital. The outstanding Health Science Center houses the colleges of medicine, nursing, pharmacy and health-related professions and the state's only colleges of dentistry and veterinary medicine.

The Institute of Food and Agriculture Sciences, with Colleges of Agriculture and the School of Forestry and Conservation, cooperative extension service and agricultural experiment stations, help Florida's $45 billion agriculture industry compete in the world market.

The University's student body is culturally diverse, representing every state in the union and many foreign countries.

Fifty-five Eminent Scholar Chairs, each endowed with at least $1 million, enhance a faculty that includes Guggenheim and Danforth fellows, Fulbright and Rhodes Scholars, winners of the Kyoto and Pulitizer Prizes, and members of the National Academies and their foreign counterparts.

The University of Florida has become one of the 25 top research universities in the nation, with nearly $190 million in research grants in one year.

The University of Florida ranked fifth in the nation in income from royalties and licenses--including $2.2 million from the product "Gatorade" which was created at the University of Florida.
Any student with a documented disability is eligible for indirect and direct services. The University of Florida will work with students on an individual basis to provide the appropriate services as necessary for students to complete a degree. The University of Florida encourages questions and contact by students as early as possible in the college-seeking process.

Publication Information

Pamphlets listing overall services for students with disabilities, information on The University of Florida's taped textbook project and computer access project, an ADA/504 fact sheet, student handbook and faculty guide are available upon request.

Admission Procedures

Students with disabilities apply under general guidelines. Students are encouraged to explain areas in academic performance that may be questioned. If you wish special consideration, use question #27 on SUS application and attach a letter explaining how a specific disability impacted on academic performance.

Fall, 1992 University Statistics for Students with Disabilities

Category	Hearing Impairments	Learning Disabilities	Physical Impairments	Speech Impairments	Visual Impairments	Other Disabilities	Registered Disabilities	Student Population
Number Students	21	88	66	2	20	40	237	36451

Services Provided to Students with Disabilities

Hearing Impairments

- interpreter service
- amplification systems
- visual doorbell in residence halls
- TDD access
- visual alarms in residence halls
- notetakers
- student signing group
- foreign language substitution

Physical Impairments

- reader service
- accessible computers
- library access assistance
- loaner equipment
- special P. E. Lab
- adaptive equipment for computers
- extended time on exams
- alternate classrooms for inaccessible areas
- notetakers
- alternate testing
- transportation
- wheel chair basketball
- pool lift

Speech Impairments

- speech and hearing clinic
- faculty liaison service

Learning Disabilities

- talking computers
- foreign language substitution
- Gordon Rule substitution
- Reading and Writing Center
- Kurzweil Personal Reader
- extended time on exams
- Franklin Language Master
- taped textbooks
- notetakers
- alternate testing
- CLAST assistance
- The University of Florida currently does not have a LD specialist.

Visual Impairments

- reader service
- Optacon Machine
- talking computers - IBM
- talking computer - Apple
- no guide dog restrictions
- library access assistance
- Kurzweil Personal Reader
- extended time on exams
- Franklin Language Master
- braille & taping facilities
- taped textbooks
- note takers
- alternate testing
- Viewscan
- Braille & Speaks computer
- transportation
- large screen monitors
- program to teach use of computers

Other Disabilities

- counseling
- one-to-one assistance
- all of the services mentioned above

Addresses

Main Campus Address:

University of Florida
Box 2946
Gainesville, FL 32602-2946

Admissions Office:

University of Florida
Box 2946
Gainesville, FL 32602

ADA/504 Compliance Officer:

Mr. Kenneth Osfield
P 202 Peabody Hall
Gainesville, FL 32611
(904) 392-1261 V/TDD

Coordinator of Services and Programs for Students with Disabilities:

Mr. Kenneth Osfield
P 202 Peabody Hall
Gainesville, FL 32611
(904) 392-1261 V/TDD

Student Organizations involved with Issues of Disability:

Student Council of the Disabled
P 202 Peabody Hall
Gainesville, FL 32611
(904) 392-1261 (V/TDD)

ABLE
College of Law
Gainesville, FL 32611
(904) 392-8835 (V)

Disability Affairs Cabinet
305 J. Wayne Reitz Union
Gainesville. FL 32611
(904) 392-1665 (V)

niversity of North Florida

General Program

Set on a series of wooded ridges interspersed with small lakes and streams, the University of North Florida provides a beautifully rustic setting for a comprehensive urban university. Its 12 miles of nature trails are the only such system on a United States college campus that have been designated National Recreational Trails.

More than 80 Jacksonville-area businesses are involved in direct partnership programs with the University of North Florida College of Business Administration. More than 80 percent of the students in the College of Business Administration are employees in area businesses, and more than 500 graduates are employed in Jacksonville's banking industry alone. The College of Business Administration also offers a basic course, Foundations in Business, which is taught by leading professionals who have built successful businesses.

The university offers 42 undergraduate and 23 master's programs. Twenty students were admitted in the Fall of 1990 to the university's first doctoral program, an Ed.D. in Educational Leadership. A new Masters of Health Administration has also been added.

A $400,000 gift from the AT&T Foundation established the Alliance for Tomorrow's Teachers Program in 1991, assisting the university in building one the nation's most innovative and outstanding programs in education.

Through the University of North Florida Volunteer Center, students have pledged thousands of hours in volunteer time to help the homeless, educate the illiterate and feed the hungry.

The University of North Florida enrolls more than 270 foreign students from over 90 countries. The university sponsored a three-day conference on "Culture and Democracy" funded by a grant from the National Endowment for the Humanities. It also hosted the 41st annual meeting of the Negro Educational Review.

Disabled Student Services counselors work with students on an individual basis to design a program to assist the student. Assistance may be in the form of notetakers, readers, sign language interpreters for classes, library or laboratory assistants, or adaptive equipment.

Publications

No publication information is available. Contact Coordinator of Services and Programs for Students with Disabilities for more information.

Admission Procedures

Contact the Coordinator of Programs and Services for Students with Disabilities for information about admission.

Fall, 1992 University Statistics for Students with Disabilities

Category	Hearing Impairments	Learning Disabilities	Physical Impairments	Speech Impairments	Visual Impairments	Other Disabilities	Registered Disabilities	Student Population
Number Students	9	10	18	0	6	1	44	9,073

Services Provided Students with Disabilities

Learning Disabilities

- proctors and extended time on examinations
- Reading and Writing Center
- special testing facility

Hearing Impairments

- interpreter service
- TDD access
- note takers
- note taking paper
- Audio Enhancement Devices
- visual alarms in residence halls
- The Academic Resource Center provides writing tutors for students using English as a second language.

Physical Impairments

- reader service
- computers
- special testing facility
- proctors and extended time on exams
- typists
- note takers
- note taking paper
- registration assistance

Speech Impairments

- services will vary depending upon request

Visual Impairments

- reader service
- talking computer
- brailler
- braille typewriter
- Visualtek
- proctors and extended time on exams
- typists
- note takers
- note taking paper
- special testing facility
- registration assistance
- tape recorders

Other Disabilities

- services will vary depending upon request

- All students at the University of North Florida are encouraged to use the Academic Resource Center, including tutors available for selected courses and the student skills seminar. All students are eligible to use the CLAST laboratory, and a study room set aside for disabled students.

Addresses

Main Campus Address:

University of North Florida
456 St. John's Bluff Rd. S.
Jacksonville, FL 32216

Admissions Office:

University of North Florida
Jacksonville, FL 32216
(904) 646-2624

ADA/504 Compliance Officer:

Ms. Malvelina P. Monell
Equal Opportunity Programs
President's Office BLDG. 1
Room 2439
4567 St. John's Bluff Rd. S.
Jacksonville, FL 32216
(904) 646-2507

Coordinator of Programs and Services for Students with Disabilities:

Dr. Robert E. Lee
Founders Hall Bldg. 2
Room 1003
4567 St. John's Bluff Rd. S.
Jacksonville, FL 32216
(904) 646-2766
(904) 646-2769 (TDD)

No Student Organization currently available.

niversity of South Florida

General Program

The University of South Florida is the 32nd largest university in the nation and the second largest public university in Florida. The University of South Florida has 11 schools and colleges on five campuses, offering 88 undergraduate, 85 graduate, two specialist in education and 20 doctoral degrees, including medicine.

In 1992, The University of South Florida's New College in Sarasota was ranked among *Money's* top 10 college values for the third year in a row.

The Suncoast Area Teacher's Training Program has been rated by the Educational Testing Service as one of the nation's five most innovative teaching programs. The University of South Florida has also earned national recognition in marine science, fine arts and engineering.

The campus newspaper, *The Oracle*, was named the best all-around student daily in the nation by the Society of Professional Journalists. The Student Lecture Series won the coveted Drew Pearson Award for the most outstanding lecture series of any college or university in the United States.

The University of South Florida's Graphic Studio is the only university art program in the nation to have its collection placed in the archives at the National Gallery of Art in Washington D.C.

Some of the most prestigious names in English theatrical circles served as visiting artists in the University of South Florida's British International Theatre Program in early 1992.

A relationship between the University of South Florida and the United States Geological Survey has resulted in cooperative projects involving the University of South Florida graduate students and USGS scientists on wetlands, costal and marine research. The Eminent Scholar Lecture Series, co-sponsored by the University of South Florida, USGS and the *St. Petersburg Times*, is attracting world-class scientists to share their research results with the university community.

Academic accommodations are provided and coordinated through the Disabled Student Academic Services Office. Determination of eligibility for services should be completed prior to the start of the semester. Students are encouraged to contact the Disabled Student Academic Services Office early in the application process. All programs outlined in the University of South Florida catalog as well as all campus organizations are open and available to qualified students with disabilities.

Publications

A pamphlet listing services for students with disabilities is available upon request.

Admissions Procedures

The University does not make pre-admission inquiries regarding a student's disability. Students who do not claim a disability will be regularly admitted or denied. However, consideration of extenuating or special circumstances will be given in determining admission upon the receipt of documentation of a disability.

Fall, 1992 University Statistics for Students with Disabilities

Category	Hearing Impairments	Learning Disabilities	Physical Impairments	Speech Impairments	Visual Impairments	Other Disabilities	Registered Disabilities	Student Population
Number Students	30	94	103	0	36	21	284	34,145

Services Provided to Students with Disabilities

Hearing Impairments

- interpreter service
- amplification systems
- TTY/TDD access
- visual alarms in residence halls
- notetakers

Learning Disabilities

- talking computers
- foreign language substitution
- Gordon Rule waiver
- extended time on exams
- notetakers
- taped text books
- CLAST Waiver
- Learning Disability Specialist for learning strategy instruction. The LD specialist is ***not*** a tutor.
- Learning Disability evaluations are provided at no cost to enrolled students.
- Students are evaluated by committee to determine eligibility for LD classification.
- For more information on specific services and guidelines contact Disabled Student Academic Services for pamphlet which lists guidelines.

Speech Impairments

- determined by individual needs of each student

Physical Impairments

- accessible computers
- library access assistance
- extended time on exams
- alternate classrooms for inaccessible areas
- notetakers

Visual Impairments

- reader service
- talking computers
- talking calculators
- no guide dog restrictions
- library access assistance
- extended time on exams
- campus orientation
- taped books
- notetakers
- Visualtek
- large print computers

Other Disabilities

- determined by individual needs of each student

Addresses

Main Campus Address:

University of South Florida
4202 E. Fowler Ave.
Tampa, FL 33620

Admissions Office:

University of South Florida
Tampa, FL 33620
(813) 974-3359

ADA/504 Compliance Officer:

Ms. Wilma L. Smith
Equal Opportunity Affairs
ADM 274
Tampa, FL 33620
(813) 974-4373

Coordinator of Services and Programs for Students with Disabilities:

Ms. Roberta M. Armstrong
Disabled Student Academic Services
SVC 2043,
University of South Florida
Tampa, FL 33620
(813) 974-4309 (V/TDD)

No Student organization currently available.

niversity of West Florida

General Program

The University of West Florida's campus has been called "the most beautiful I have ever seen" by *Time* architecture critic Wolf Von Eckardt. The 1,000-acre nature preserve of rolling hills and woodlands borders the Escambia River. Its 300 acres of estuarine marshes enhance field and laboratory studies for biology students.

The University of West Florida has won the National Archeological Public Service Award for an archeological conservation and education project that became a model across the United States. The team found and developed a 2,000-year-old Indian village and a turn-of-the-century Creole settlement under a corporate headquarters construction site.

The University of West Florida Communication Arts department produces one television documentary per year on international issues. In 1990, faculty and students received wide acclaim for their Panama Canal documentary, *Giving up the Canal,* televised nationally through the Public Broadcasting System.

The University of West Florida Department of Political Science master's program in Public Administration ranks among the top five in the nation for placing students in the prestigious Presidential Management Internship Program, a two-year internship in the federal government.

A University of West Florida volunteer service contributes thousands of hours and has earned special recognition from Volunteer Pensacola, a community organization which matches volunteers with local needs. The Center for Learning Through Organized Volunteer Efforts refers students to local agencies and co-sponsors programs to paint homes for elderly citizens and those with disabilities.

The University of West Florida offers a 12-week Summer Semester in Japan program at the University of West Florida Center in Kobe, Japan. Students take courses in Japanese language, culture history and international business.

The university provides equal access to educational opportunities to all qualified individuals with disabilities. The services that are provided for students with disabilities range from individualized aids in classroom testing to accessibility in programs, buildings, and activities. In addition to regular counseling services provided by the university, students may also be referred to the Office for Vocational Rehabilitation or to the Division of Blind Services for assistance.

Publications

A pamphlet listing services for students with disabilities is available upon request.

Admissions Procedures

Students who do not meet general admission requirements and have documented proof of visual impairment, hearing impairment, motor impairment, or specific learning disabilities may petition for substitution of admission requirements.

Fall, 1992 University Statistics for Students with Disabilities

Category	Hearing Impairments	Learning Disabilities	Physical Impairments	Speech Impairments	Visual Impairments	Other Disabilities	Registered Disabilities	Student Population
Number Students	10	23	22	3	10	11	79	7,521

Services Provided to Students with Disabilities

Hearing Impairments

- interpreter service

Learning Disabilities

- special academic advising
- extended time on exams
- paid tutors
- notetakers
- alternate testing
- Substitution for foreign language and Gordon Rule. Also, Grade Forgiveness Policy. Check University Catalogue for specifics.

Physical Impairments

- reader service
- library access assistance
- extended time on exams
- campus orientation
- alternate classrooms for inaccessible areas
- paid tutors
- notetakers
- alternate testing
- swim lift (pool)

Speech Impairments

- interpreter—if requested
- alternate testing (i.e. speech class)

Visual Impairments

- reader service
- library access assistance
- extended time on exams
- campus orientation
- paid tutors
- alternate testing
- mobility assistants
- Visualtek
- notetakers

Other Disabilities

- services in this category will vary

Addresses

Main Campus Address:

University of West Florida
11000 University Parkway
Pensacola, FL 32514-5750

Admissions Office:

University of West Florida
Pensacola, FL 32514
(904) 474-2224

ADA/504 Compliance Officer:

Dr. Omega S. Gardner
Executive Assistant to the President
Equal Opportunity Office
11000 University Parkway
Pensacola, FL 32514
(904) 474-2205

Coordinator of Services and Programs for Students with Disabilities:

Ms. Barbara Fitzpatrick
Student Affairs
11000 University Parkway
Building 21, Room 138
Pensacola, FL 32514

Scholarships

The following scholarships are available to students with disabilities. They are designed to assist students with disabilities in acquiring a quality post-secondary education.

Hodgman Memorial Scholarship

The Jean Hodgman Memorial Scholarship annually awards one $1000 scholarship to any junior or senior at any accredited four-year institution. Students interested in obtaining application information must contact Pat Friel of SUN-UP Foundation at (407) 725-7115.

Johnson Scholarship

State University System

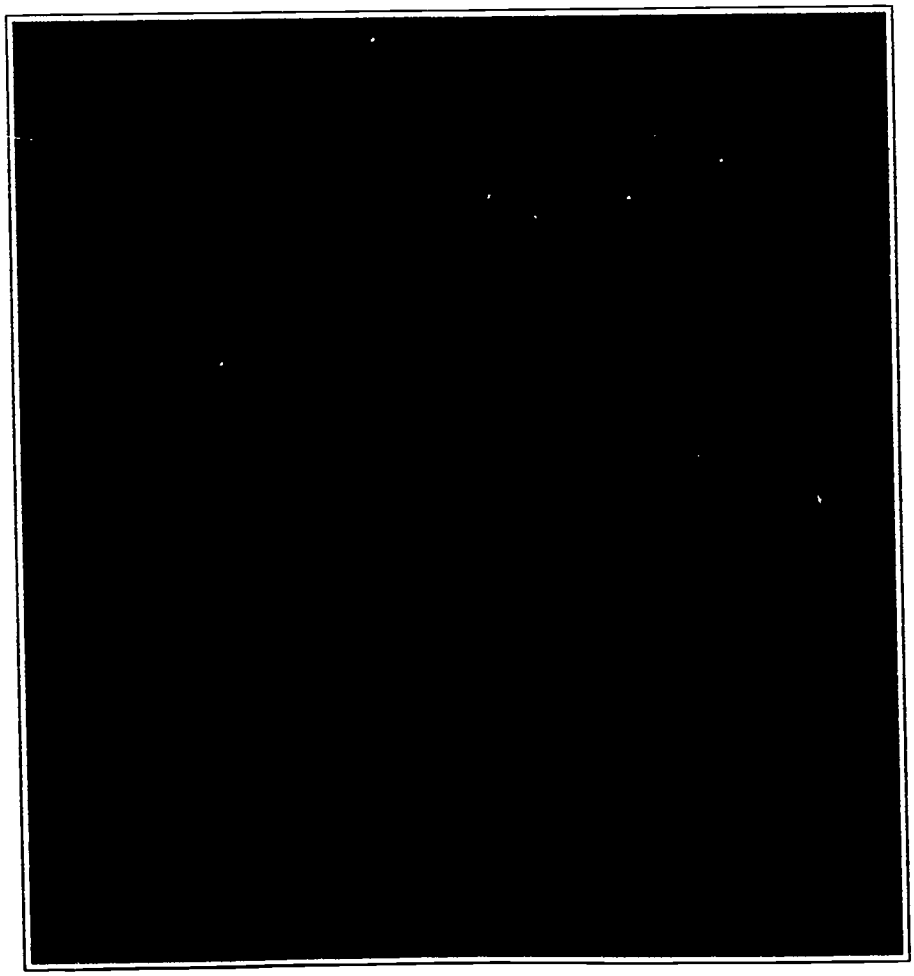
The Theodore R. and Vivian M. Johnson Scholarship Program, established by the Theodore R. and V. M. Johnson Foundation, is designed to assist undergraduate students with disabling conditions who attend any of the nine institutions within the State University System of Florida. The amount of each scholarship is $2,000 for an academic year, and may be used to cover the cost of tuition, fees, room and board, books, and auxiliary aids such as notetakers, tutors, etc. Scholarships are renewable for a maximum of twelve semesters provided that the recipient makes satisfactory academic progress toward a degree and meets minimum performance requirements. Award recipients must enroll for a minimum of nine credit hours each semester. Scholarships are based on documented severity of a disabling condition and demonstrated financial need.

Applications for the Johnson Scholarship are available in February. Students interested in obtaining application materials should contact the Coordinator for Programs and Services for Students with Disabilities or the Financial Aid Office at any State University institution.

Iacona Memorial Scholarship

Florida Atlantic University

The Matthew Iacona Memorial Scholarship Fund was established by the Palm Beach County Epilepsy Foundation for students enrolled in undergraduate or graduate programs in Exceptional Student Education at Florida Atlantic University and who demonstrate financial need. For more information, interested students should contact the Office of Student Financial Aid at (305) 367-3530.





Gore Foundation Scholarship

Florida Atlantic University

The Gore Foundation Scholarship was established for students with disabilities who need financial assistance to continue their education. Students interested in obtaining application information must contact the Gore Foundation directly at (305) 462-6643.

AFTER Scholarship

Florida Atlantic University

Scholarships are available through the Amputees For Training Education Rehabilitation organization for disabled students needing financial assistance for educational costs. AFTER can be reached at (305) 421-7711.

Rita O'Connell Scholarship

University of Florida

The Rita McTigue O'Connell Memorial Scholarship annually awards two $1,000 scholarships to currently registered female students who have a physical disability. Scholarships are based on academic performance and involvement in university activities. This is not a need-based scholarship, and it is highly competitive. The application process begins January of each year and is completed in March. Students must be registered with the Office for Student Services. For more information call (904) 392-1261.

Callahan Memorial Trust Scholarship

University of Florida

The Eccleston Callahan Memorial Trust annually awards two $500 scholarships to currently registered students with a disability. This is a financial need-based award. Students must be registered with the Student Financial Affairs Department. Call (904) 392-1275 for more information.

Ryan Disabled Student Scholarship

University of North Florida

Contact the Coordinator for Programs and Services for Students With Disabilities at the University of North Florida for more information.

upporting Agencies

Division of Vocational Rehabilitation

Vocational Rehabilitation (VR) is a division within the Florida Department of Labor and Employment Security (LES). Rehabilitation Services are important when a physical or mental handicap interferes with your ability to work. VR's purpose is to help you prepare for, find and return to gainful employment.

Eligibility is determined by a VR Counselor after obtaining a complete understanding of the applicant's situation. Three things are important in determining eligibility for VR:

1. The applicant must have a physical, mental or emotional disability;
2. That disability must prevent the applicant from getting or keeping a job; and
3. The applicant must benefit from VR services in terms of employability.

For more information, contact:

Division of Vocational Rehabilitation
1709 A Mahan Drive
Tallahassee, FL 32399-0696
V (904) 488-8380
Suncom 278-8380
FAX (904) 488-8062
TDD (904) 922-2246

Division of Blind Services

Persons who are visually handicapped, blind or threatened with blindness are eligible for services. Basically, services are divided into two categories: (1) vocational rehabilitation services for potentially employable blind persons, and (2) medical, social, and rehabilitative services for blind children and other adults.

For more information, contact:

Department of Education
Division of Blind Services
Douglass Building, Suite 203
2540 Executive Center Cir. W.
Tallahassee, FL 32301
(904) 488-1330

Advocacy Center for Persons with Disabilities

Client Assistance Program

The purpose of the Client Assistance Program is to assist individual applicants or clients with their relationships with programs, projects and facilities, funded under the Rehabilitation Act of 1973. Generally, this is accomplished by assisting clients and applicants of the Division of Blind Services. We can provide information and referral services, as well as consultation and advice, mediation, negotiation, and informal and formal representation, on vocational rehabilitation issues.

For more information, contact:

Client Assistance Program
Webster Building, Suite 100
2671 Executive Center Cir. W.
Tallahassee, Florida 32301
V (800) 342-0823
TDD (800) 346-4127

Library for the Blind and Physically Handicapped

This library provides free service to individuals who are unable to utilize conventional print because of a physical condition. Reading material available includes over 20,000 titles recorded on disc and cassette tape, ar l several thousand titles in Braille. Jsers are furnished, without charge, specially designed phonographs and cassette tape players.

For more information, contact:

Division of Blind Services
Library for the Bind and Physically Handicapped
420 Platt Street
P.O. Box 2299
Daytona Beach, FL 32015
(904) 254-3824
(800) 342-5627

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This publication is designed as a resource guide to State University System of Florida Institutions and is in no way a binding contract of the universities listed. Programs and services may change as funding sources change. Please contact appropriate offices about specific programs and services.

RECREATION AND ATHLETICS

College of Health and Human Performance Self Evaluation
Special Physical Education Lab Flier
Student Injury Care Center Pamphlet
O'Connell Center Self Evaluation
University Athletic Association

AMERICAN'S WITH DISABILITIES ACT
SELF EVALUATION OF THE
COLLEGE OF HEALTH AND HUMAN PERFORMANCE

1. List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any program or activities of the institution.

FACILITIES USED BY THE COLLEGE OF HEALTH AND HUMAN PERFORMANCE

1.	Florida Gym	Accessible
2.	Norman Gym	Inaccessible
3.	Women's Gym	First floor accessible Second floor inaccessible
4.	Student Recreation & Fitness Center	Accessible
5.	O'Connell Center Pool	Accessible
6.	Florida Pool	Accessible
7.	O'Connell Center weightroom	Accessible
8.	O'Connell Center marshal arts room	Accessible
9.	Percy Beard Track	Accessible
10.	Flavet Tennis Courts	Accessible
11.	Broward Tennis Courts	Accessible
12.	Broward Volleyball Cts.	Accessible
13.	Flavet Volleyball Cts.	Accessible
14.	Broward Basketball Cts.	Accessible
15.	Hume Basketball Cts.	Inaccessible
16.	Hume Racquetball Cts.	Inaccessible
17.	Schnell Racquetball Cts.	Accessible
18.	Lee/McCachren Racquetball Cts	Accessible
19.	Lake Wauburg North Park	Accessible
20.	Lake Wauburg South Park	Accessible
21.	Par Course	Inaccessible
22.	Dash Course	Accessible
23.	Gator Strength Fl. Gym	Accessible
24.	Norman, Flavet, Hume, Lake Alice, Maguire, Univ. Village South Fields	Accessible
25.	Southwest Recreation Area (open 1994)	Accessible
26.	Southwest Rec. Building (open 1994)	Accessible
27.	Flavet Field Restrooms	Accessible
28.	Lodge Lake Wauburg (LW)	Accessible
29.	Pavilions LW South	Accessible
30.	Pavilions LW North	Accessible
31.	Boat Dock LW North	Accessible
32.	Swimming Dock	Accessible

33.	Boat House	Inaccessible
34.	LW Office North	Inaccessible
35.	Restrooms LW South	Accessible
36.	Restrooms LW North	Inaccessible
37.	Dock LW South	Accessible
38.	Living Well Fl. Gym	Accessible
39.	Gate House LW	Accessible

INACCESSIBLE FACILITIES:

Florida Gym;
This facility is accessible except for the third floor offices. Renovations for the gym are in the planning process. The renovations should be completed in 1995. At that time the Florida Gym will meet or surpass the codes set forth in the American's with Disabilities Act.

Norman Gym;
There is no move at this time to renovate the Norman Gym. Activities that are held in the gym could be moved to make them accessible upon request.

Women's Gym;
At this time there are no plans to renovate this historic building. Activities that are currently using this facility will be moved to the new southwest recreation building in summer of 1994. The southwest recreation building will meet or surpass the codes set forth in the American's with Disabilities Act.

2. What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

The following statement will be included in all publications from the college informing individuals of a college program or event.

"Upon request, for individuals with documented print related disabilities, this publication is available in alternate formats. Contact the Deans Office, Room 201 Florida Gym or 392-0578, for more information."

The alternate formats will include enlarged print, braille copies audio cassettes, and information on computer disks.

3. If you use telephones in your program, activities, or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

All publications will include a statement regarding the Florida Relay Service and its telephone number (1-800-955-8771 TDD).

83. List and describe briefly any physical education, club athletics, or intramural athletics programs that are offered by the institution to its students.

Sports Clubs:

The Sport Club program brings together students with similar sporting interests. There are three types of sports clubs: competitive, instructional, and social. The best organizations combine all three. The following is a list of the sports clubs offered to the students at this time.

-Badminton - Coed
Primarily a recreational group, this club offers an activity where beginners can quickly achieve success and enjoyment while offering advanced participants the challenge of competitive badminton.

-Canoe and Rafting - Coed (Rec swim test required)
The canoe and rafting club is devoted to recreational paddling to include casual flat water or high energy rapids on white water rivers.

-Crew and Rowing - Coed (Rec swim test required)
The crew and rowing club is open to all students interested in a sport previously limited to Ivy League schools. Members utilize the clubs one, four and eight man shells in competitions throughout the southeast.

-Cycling - Coed
This club is designed to meet the cycle racing needs of the novice as well as the elite rider. Organized training rides allow members to improve cycling skills and prepare for regional races.

-Equestrian - Coed
Traditionally a women's club, members have the opportunity to participate in riding judging, horse care, and stable management. The club also hosts several clinics and one large horse show each year.

-Fencing - Coed
This club focuses on both the recreational and competitive aspect of this middle age honored sport. A regular practice schedule allows members to prepare for regional tournaments and improve their fencing skills.

-Floor Hockey - Coed
Traditionally a men's club, floor hockey is similar to the traditional games on ice and field hockey, however, it is played with a plastic puck or ball in an indoor facility.

-Folk Dancing - Coed
The club is designed for the professional, recreational, and noncompetitive dancer. The folk dancers have a unique way of learning about various cultures and people, through dances, music, and costumes from different countries.

-Lacrosse - Men's
Often called the " fastest game on two feet" lacrosse is a fast paced, rigorous game where the object is to throw a ball into the opponents goal with a longhandled racket.

-Mountain Biking
This has been designed for bikers who enjoy the challenge of off-road cycling. Members are expected to have their own bikes.

-Rugby - Men's & Women's
As a game, rugby combines the synchronized movement of players found in basketball, the continued movement of soccer and the physical contact common to football.

-Sail Club - Coed (Rec swim test is required)
The sail club operates out of Lake Wauburg and is open to all sailors interested in casual sailing and/or competitive racing.

-Soccer - Men's & Women's
The soccer clubs are designed for soccer enthusiasts whose interest is to compete at the collegiate and/or amateur level.

-Surf - Coed (Rec swim test is required)
Not just a "surfer only" club, this organization emphasizes the social as well as competitive aspects surrounding the surfing life.

-Table Tennis - Coed
Often referred to as ping-pong, table tennis is an extremely fast moving game played as doubles or singles.

-Triathlon - Coed (Rec swim test is required)
The club has been organized to help those individuals who train for or compete in the triathlon events of swimming, running, and cycling.

-Ultimate Frisbee - Coed
This fast paced game involves the skills of soccer and football while throwing a Frisbee disc. The object of the game is to score a goal by passing the disc to a teammate in the endzone.

-Volleyball - Men's & Women's
The volleyball club is designed for volleyball enthusiasts who enjoy competing in the six person game at the collegiate and/or recreational level.

-Water Polo - Coed (Rec swim test is required)
This fast-paced water sport is played in the deep end of Florida pool and is available to all students interested in recreational or competitive water polo.

-Water Ski - Coed (Rec swim test is required)
Club participants have the opportunity to improve slalom, trick, and even barefoot skills while skiing for fun or practicing for regional competitions. This club operates out of Lake Wauburg.

-Wrestling - Men's
This club is organized to provide wrestling opportunities for wrestlers interested in weekly practice schedules and coaching clinics organized by the club.

-Aikido - Coed
This nonaggressive noncompetitive martial art focuses on redirecting an attackers energy and in turn defeating him.

-Coung Nhu - Coed
Originally founded in 1971 by Master Dang Ngo, this Vietnamese martial art emphasizes self-defense, self-confidence and improving a mental attitude.

-Isshinryu Karate - Coed
This particular martial art style teaches effective fighting, Traditional Kata, and weapons training. Sparing is introduced at the white belt level.

-Judo - Coed
Judo is a modern refined form of Jujitsu utilizing special applications of principles of movement, balance, and leverage. This club emphasizes the competitive/sporting aspect of the martial art.

-Koei Kan Karate - Coed
this traditional Japanese style of karate focuses on self-defense, coordination, balance, and self-control.

-Moo Duk Kwan - Coed
This pragmatic style of karate stresses strong wide stances and variations of kicks. Students study both Tae Kwon Do and Aikido.

-Ninkido - Coed
This hybrid martial arts style combines techniques from Aikido, Karate, and Ninjitsu. Students are taught to stalk their opponents in a circular manner.

-Shotokan - Coed
Shotokan Karate is one of the world's most popular martial arts. Deep strong stances provide the foundation for powerful punches, blocks, and kicks.

STUDENT RECREATION AND FITNESS CENTER:

The Student Recreation & Fitness Center is the centerpiece of campus recreation at the University of Florida. Numerous recreation and fitness programs are offered within the facility which serve to enrich the lifestyle of our students. The following are a list for the programs offered by the Student Recreation & Fitness Center.

A. Lifestyle Appraisal Center;
The Lifestyle Appraisal Center serves as the student's wellness center. Available services include:

-Fitness Assessment
Resting heart rate, blood pressure, body composition, cardiovascular efficiency, muscular strength, endurance, and flexibility tests will be conducted.

-Exercise Prescription
Students receive help in designing a personal fitness program.

-Health and Wellness
Students receive information to help enhance their overall wellness

-Nutritional Evaluation
Computers are used by the staff to analyze the students diet and suggest way for improvement.

B. Fitness Programs;

-High Energy Combo Aerobics
A combination aerobics class including low impact and high impact moves.

-Low Impact
This class provides minimal contact by performing moves while keeping one foot on the ground at all times.

-Step Aerobics
A high intensity, low impact class that involves stepping up onto a wooden box while performing upperbody movements.

-Gator Funk
This class involves high and low impact moves to a funky beat. Participants perform basic aerobic steps and learn the latest dance steps.

-Toning
This class focuses on toning your muscles from head to toe, using strength exercises that utilize your own body weight, by using rubber bands, tubing, and/or hand weights as resistance.

-Pre-Beginner
This class is designed for the beginning or unconditioned exerciser. It emphasizes basic aerobic movements without andy fancy footwork.

-Circuit Training
This class combines traditional aerobics, step aerobics, circuit stations and weights for a total body workout.

-Miler's Club
This is an 8 week fitness challenge during which time participants keep a record of the number of miles they walk, run, bike, swim; or the number of hours they spend doing aerobics.

-Workout Across America
This is an on-going fitness challenge during which participants keep a computerized record of their workouts.

-Gator Walking Club
Instruction is given on proper walking technique, pace, breathing rate, stretching, and the overall physiological benefits of walking.

-Pump Up your Pet
This program has been set up to inform pet owners on the importance of regular exercise for their pet as well as themselves, and have fun while they are doing it.

C. Sports Activities;

-Walleyball, this is the game of volleyball played on a racquetball court.
-Racquetball
-Squash
-Volleyball
-Basketball

SPECIAL EVENTS:

Special Events are short term campus wide activities designed to emphasize innovative programming. They may have a very broad appeal ("All-Nighter") or focus on a very selective sporting interest(The "Martial Arts Festival"). Special events can be popular with spectators("Body Building Contest") or combine social and recreational activates("Lake Wauburg Day"). The common thread that runs through all such activities is the emphasis on the concept of innovative programming.

-Welcome Back Day
This is a day of fun activities. Competition is held in basketball, relays, tug-a-war, and volleyball. There are also sport club demonstrations and live music throughout the day.

-Bench Press Contest
The bench press contest affords both the serious and recreational lifters an opportunity to challenge themselves in actual competition.

-Bodybuilding Contest
Competitive body builders strive to achieve the optimum combination of size, definition and symmetry.

-Bodybuilding Workshop
This workshop is designed to help the novice bodybuilder prepare for the spring competition. Expert bodybuilders share their knowledge concerning training, diet, and posing routines.

-All-Nighter
Each semester the Recreational Sports Program hosts a late evening event known as the "all-nighter." The activities offered include: volleyball, basketball, racquetball, squash, wallyball, wrestling, and gatorobics.

-Survival of the Fittest Weekend
Endurance sports are the focus of this weekend. First day events include a wrestling tournament and indoor quadathlon (stationary bike, rowing machine, push-ups and sit-ups). The second day the activity shifts to Lake Wauburg for the intramural cross-country race.

-Martial Arts Festival
The rules for this all styles Karate tournament are devised so students of any style can compete on an even level. both Kata (forms) and Kunite (fighting) are contested.

-Intramural Floor Hockey
This fast paced game combines elements of ice hockey and soccer. Five person teams compete in a single elimination tournament each semester.

INTRAMURALS:

The purpose of Intramural Sports and Recreation is to provide an opportunity for every student, faculty and staff member to take part in competitive and non-competitive recreational sports activities within the framework of educational endeavors. The following are the activities offered by the Intermural Department of the Recreational Sports Program.

Leagues for team sports are as follows:
Fraternity
Sorority
Men's Independent
"A" League this is the most competitive and reflects the highest skill level
"B" League this is made up of players of varying skill levels

whose goals and interests are to be competitive but winning is not a major goal
"C" League - this league is made up of varying skill levels. Their goals and interests are to enjoy participation
Women's Independent
Graduate/Faculty/Staff
Residence Hall
Co-Recreational, this league offers men and women the opportunity to participate on the same team.

The following is a list of the activities offered by the Intramural Department:
Badminton Singles; Men Women & Co-rec
Basketball; Men, Women & Co-rec
- 5 on 5, 3 on 3, Schick 3 on 3
- Free Throw Contest, Slam Dunk
Bowling; Men, Women & Co-rec
Flag Football; Men, Women & Co-rec
- 7 person & 3 person
Racquetball; Men & Women
- Singles and doubles
Soccer; Men,Women & Co-rec
Squash; Men & Women
- Singles
Tennis; Men & Women
- Team & Informal
Track Meet; Men & Women
Volleyball; Men, Women & Co-rec
- 6 person , 3 person & sand volleyball
Team Golf; Men & Women
Softball; Men, Women & Co-rec
Home Run Contest
Swim Meet; Men & Women
Wallyball; Men, Women & Co-rec
- 3 on 3

LAKE WAUBURG:

The primary mission of the University of Florida's Lake Wauburg Recreation Center is to provide the opportunity for both active and passive recreation for members of the university community, Lake Wauburg has been serving them in this capacity since 1928. The basic design is a student oriented, multi-use facility providing recreational and educational programs. It is the goal of the facility to provide maximum access to recreational activities and equipment while maintaining a high degree of safety. The following are some of the organized activities held at the facility.

-Lake Wauburg Day
Activities include a beach volleyball tournament, water skiing, games & relays, and live music.

-Fishing Contest
The university community is invited to participate in a fishing contest each semester. Participants are required to have a valid fresh water fishing license and use non-powered boats in accordance with lake ordinances.

-One Stop Shopping
Students have the opportunity to take their recreational sports swim test and skills test for crew, sailing, or boardsailing all in one morning.

-Disc Golf
Each semester the university community is invited to participate in a disc golf (golf played with a Frisbee) tournament on the south side of Lake Wauburg.

-National Celebration of the Outdoors
The university community is invited to participate in numerous activities offered throughout the day.

-Easter Egg Hunt
Children ages 2 through 11 are invited to participate in the annual Easter Egg Hunt held at Lake Wauburg the Saturday before Easter Sunday. The Easter Bunny is on hand to help the children find eggs and distribute donated prizes.

SPORT AND FITNESS PROGRAM(PHYSICAL EDUCATION):

DAA 1100 Modern Dance
A course designed for the beginning dancer pursuing recreational or a serious interest in studying dance.

DAA 1300 Social dance
Designed to teach knowledge and skills in traditional ballroom, Latin-American and current pop dancing.

DAA 1500 Jazz Dance
A course presenting the technical and expressive characteristics of American jazz dance.

PEL 1111 Bowling 1
An introductory course for the beginning bowler.
Emphasis is on basic bowling techniques and scoring.

PEL 1121 Golf 1
An introduction and analysis of the basic strokes in golf.

PEL 1141 Archery 1
Basic target shooting techniques, various methods of aiming and safety are covered.

PEL 1166 Riflery
A beginning course in shooting a small bore rifle. Shooting

positions, safety and care of the rifle are emphasized.

PEL 1191 Flying Disc Sports and Games
Aerodynamic theory, practice, evaluation and application of flying disc. Includes disc golf, ultimate disc golf and various physical activities using flying discs in recreational and competitive situations.

PEL 1211 Softball
Designed to teach basic skills and rules in softball.

PEL 1321 Volleyball 1
Introduction to basic knowledge and skills with emphasis on play situations.

PEL 1322 Volleyball 2
Advanced theory and skills related to team play.

PEL 1341 Tennis 1
An introductory course for beginners and intermediates. Emphasis is placed on the forehand, backhand, and serve. Also, basic strategy using singles and doubles play.

PEL 1346 Badminton 1
Introduction to basic knowledge and skills with emphasis on game situation.

PEL 1423 Four Wall Handball
Advanced theory and practice with the use of the four wall in game situations.

PEL 1441 Racquetball 1
Introduction and practice of basic techniques through drills and team play.

PEL 1511 Soccer 1
An introduction to the fundamental of ball handling, positions, rules, and training methods of soccer.

PEL 1541 Speedball
A course designed to utilize the skills of soccer, football and basketball. A vigorous aerobic activity.

PEL 1571 Lacrosse
An introduction to techniques, strategy, and rules of lacrosse. Training methods are included.

PEL 1621 Basketball 1
Theory and practice of beginning basketball skills.

PEL 1622 Basketball 2
Beginning basketball or advanced skill. Theory and practice in intermediate and advanced basketball skills.

PEL 1646 Flag Football
Fundamentals and practice in touch football.

PEL 2112 Bowling 2
Course for the intermediate bowler with emphasis on advanced bowling techniques.

PEL 2122 Golf 2
Advanced theory and practice in a golf play situation.

PEL 2142 Archery 2
Advanced techniques of target archery theory and practical experience in purchasing and maintaining archery tackle.

PEL 2342 Tennis 2
Advanced theory and practice.

PEL 2347 Badminton 2
Advanced theory and practice in the skills of badminton.

PEL 2422 Handball 2
Advanced theory and competition in the skills of three wall handball.

PEL 2442 Four Wall Racquetball 2
Advanced theory and practice with the use of four wall play.

PEL 2512 Soccer 2
Covers strategy, conditioning, officiating, and coaching of soccer.

PEL 2930 Special Activities
Variable credit course consisting of special, current, or seasonal activities. May be repeated with a change of content without credit restrictions.

PEM 1012 Adapted Program
Fulfills special needs of individual students. Contents may include special sport and exercise programs, or individualized studies.

PEM 1101 Conditioning
A wide variety of activities designed to provide knowledge and improve body fitness through organized exercises, jogging and weight programs.

PEM 1104 Personal Fitness
Students will acquire knowledge and insights necessary for the development of a personal fitness program.

PEM 1121 Yoga for Exercise
Emphasis is on Hatha Yoga movements and positions which contribute to flexibility, strength, and relaxation.

PEM 1131 Weight Training 1
Theory and practice in the development of individual weight training programs to develop and strengthen various parts of the body.

PEM 1146 Jogging
Planned programs in jogging and running to meet the individual needs of the novice, intermediate and advanced participant.

PEM 1171 Aerobic Dance
Activity designed to strengthen the heart, lungs and vascular system through a method of exercise and dancing to music.

PEM 1201 Gymnastics 1
Basic tumbling, balance and apparatus stunts are presented and combined into routines.

PEM 1341 Skating Fundamentals
Introduction and practice of basic skills related to roller skating.

PEM 1351 Bicycling
Comprehensive introduction to the art and science of bicycling. Includes history, traffic laws, safety skills, maintenance, conditioning, and an overnight field trip.

PEM 1376 Backpacking
An introduction to the techniques, equipment, and resources used for extended wilderness travel. Includes a weekend field laboratory.

PEM 1421 Wrestling
Introduction to basic wrestling skills. Controlled participation at individual's skill level.

PEM 1431 Judo
Judo as an Olympic Sport, means of self defense, art form, and lifelong conditioning activity. Principles of safety are emphasized as are the historical and philosophical basis of the sport.

PEM 1441 Karate
An introduction to karate as an art, a sport, and for self defense. Control and direction of body forces, and responsibility are stressed. Heritage is studied.

PEM 1461 Fencing 1
An introduction to foil fencing-protocol, techniques, and rules of competitive fencing.

PEM 2132 Weight Training 2
Advanced theory and practice in the development of individual training programs.

PEM 2172 Aerobic Dance 2
Advanced aerobic routines and exercise programs to maintain and to enhance health and fitness.

PEM 2405 Self Defense for Women
A lecture-laboratory course designed to prevent and deter forcible attack; immediate decisions when confronted with assault; and the procedures necessary after an attack has occurred.

PEN 1121 Swimming 1
Instruction designed to meet the needs and interest of non-swimmers.

PEN 1122 Swimming 2
Intermediate level swimming, teaching stroke principles, form and related skills. Personal safety is stressed.

PEN 1130 Skin Diving/Snorkeling
Introduces student to skin diving/snorkeling in Florida waters. Includes breath hold, snorkeling techniques, surface dives equipment features, diver rescue, compass navigation, and open water dive preparation. Four open water dives are provided and successful completion results in national certification.

PEN 1136 Open water I Scuba Diving
Introduces the student to beginning scuba diving. Includes compass navigation, open water diving environment, and dive preparation. A certification option is available, with payment of additional D.O.C.E. fees, which includes five open water dives and results in national certification as open water I Scuba Divers.

PEN 1151 Springboard Diving
Designed to teach the basic mechanics, principles, progression, safety and rules of diving as a competition event.

PEN 1171 Aquacises
Emphasis is placed on cardiovascular and respiratory fitness via planned program of aquatic experiences.

PEN 1251 Canoeing
An introduction to lake and river canoeing, covering strokes, equipment, weather and water conditions, safety, and canoe camping. Includes a field trip.

PEN 2113 Lifeguarding
Designed to develop skills and knowledge necessary to swim safely and provide assistance to others. Successful completion of course meets requirements of the American Red Cross Advanced Life Saving Certification.

PEN 2137 Open water II Scuba Diving
Introduces the students to techniques and environments beyond the scope of PEN 1136. A certification option is available with payment of additional D.O.C.E. fees, which includes six open water dives and results in national certification as open water II Scuba Diver.

PEN 2172 Aerobic Swimming
A planned progressive swim program using lap swimming as a form of cardiovascular conditioning.

PEN 2231 Sailing
A comprehensive introduction to small boat sailing, covering techniques, types of sailboats, weather and water conditions, safety, navigation, and rules of the road.

PEN 3138 Advanced Scuba Diving
Topics include underwater navigation, night, low visibility, current river and deep diving, site evaluation, dive planning, equipment, medical aspects and search and recovery. A certification option is available, with payment of additional D.O.C.E. fee, which includes eight field trip open water dives and results in national certification as advanced Scuba Diver.

PEN 4133 Master Scuba Diver
Instructor level training in the areas of applied sciences pertaining to diving, equipment maintenance and repair, diving safety, diving environment, diver rescue techniques, and preparation for subsequent certification at national and international levels.

PEQ 2115 Water Safety Instructor
Designed to develop effective organizational and teaching techniques of swimming and water safety. Successful completion of course satisfies requirements for American Red Cross W.S.I. Certification.

PEQ 2126 Instructors of Swimming for the Handicapped
A lecture-laboratory course presenting teaching techniques for the instruction of the mentally retarded, emotionally disturbed, and orthopedically and/or health impaired individuals. Successful completion of course certifies one as an American Red Cross Instructor of Adapted Aquatics.

PEQ 4134 Scuba Instructor Training Course
Provides safe supervised teaching, instruction, and experience in diving, advanced leadership experiences, testing equipment, administration, grading procedures, counseling techniques equipment maintenance and repair techniques. Successful students may receive national and/or international scuba diving instructor certification.

PEQ 4136 Scuba Diving Leadership I
Introduces the student to National Assistant Instructor

certification standards including practice teaching equipment handling and dive planning. Includes training in instructional methods used in diver education. A certification option is available with payment of additional D.O.C.E. fees, which includes open water dives and a weekend training session, and results in national certification as assistant instructor. Student must provide personal scuba equipment.

PEQ 4139 Scuba Diving Leadership II
Provides supervised divermaster leadership experiences including teaching, dive control techniques, and testing procedures. A certification option is available with payment of additional D.O.C.E. fees, which includes open water dives, testing and evaluation, equipment, equipment control procedures,and dive site planning and control. Successful completion results in national certification as Divemaster. Student must provide personal scuba equipment.

PROFESSIONAL PROGRAM IN EXERCISE AND SPORT SCIENCES:

DAE 3360 Folk, Social & Jazz Teaching Methods
Skills and teaching techniques.

DAE 3370 Rhythmic Activities and Movement Education, K-5
The teaching of rhythmic skills and dance movements for elementary school children.

PEO 3011 Team Sports 1 Teaching Methods
Skills and teaching techniques of softball, flag football and soccer with application of rules and techniques of officiating for each sport.

PEO 3101 Recreational Activities 1 Teaching Methods
Skills and teaching techniques: archery,flying disc activities, and golf.

PEO 3301 Recreational Activities 2 Teaching Methods
Skills and teaching techniques: racquetball, badminton, and tennis.

PEO 3621 Team Sports 2 Teaching Methods
Skills, rules, fundamentals of offensive and defensive basketball and volleyball strategy, and teaching methods with application of rules and techniques of officiating for each sport.

PEP 3201 Gymnastics Teaching Methods
Advanced skills and teaching techniques.

PEP 3301 Track & Field Teaching Methods
Skills and teaching techniques with application of rules and techniques of officiating.

PEP 3401 Self-Defense & Combative Teaching Methods
Skills, strategy, and techniques of teaching judo, and/or karate, and/or wrestling, and/or self defense.

PEQ 3121 Aquatics Teaching Methods
Advanced skills, generic teaching techniques, and basic aquatic management.

PEQ 3161 Aquatic Games Teaching Method
Provides the individual with an in-depth understanding of the content and methods used to teach aquatic games, including teaching and coaching techniques.

84. Based on an analysis of the policies, procedures, and practices related to each, for each program listed in (83), discuss either: (A) how the program is free from discrimination based on handicap, with or without the option of separate or different programs; or (B) steps that will be taken to ensure equal opportunity in the future.

The programs listed in question 83 are open and available to all University of Florida students. If there is a problem with access to a program because of the inaccessibility of a facility arrangements will be made to accommodate disabled persons so that they have access to that program. The college also offers adaptive physical education courses for disabled persons who wish to participate in supervised, individualized physical activities. Every effort is made by the college to make the programs offered accessible to disabled persons.

85. Discuss any health examinations that are required to all students prior to participation in physical education or recreation. Describe steps that will be taken to make certain that such examinations measure health conditions related to the participation, and do not exclude persons with disabilities based on unrelated criteria.

The college does not require any type of health examination before participation in any of its physical education classes or recreational activities.

86. Discuss steps that will be taken to communicate to students (including those with sight or hearing impairments) the availability of separate or different physical education or athletics programs for persons with disabilities, if they wish to participate in such.

Brochures and lists of activities and programs for persons with disabilities will be sent to the Disabled Student Affairs Office to be posted and available for any interested students. A statement will be added to any listing of programs and activities

stating that information is available in the Disabled Student Affairs Office. A statement will also be added to the materials that upon request this information is available in alternate formats.

87. Describe safeguards that will ensure that a qualified disabled athlete will not be discriminated against in his or her participation in physical education or recreation programs that are not separate of different.

No students will be excluded from participation solely on the basis of their disability. Every effort is being made by the College of Health and Human Performance to accommodate individuals with disabilities, within reason, for all activities offered by the college. The College of Health and Human Performance as part of the University of Florida adheres to the policies and procedures set forth in the universities Equal Opportunity/Affirmative Action statement.

88. Does the institution require as a prerequisite to attaining a degree that students complete some requirement regarding physical education or athletics?

Yes ___ No __X__

89. Discuss the accessibility of recreation facilities for persons with mobility impairments, and steps that may be necessary to achieve accessibility and full participation for such individuals.

Listed in question 1 of this evaluation are the facilities that are overseen by the College of Health and Human Performance. Construction of two new facilities, the Student Recreation & Fitness Center which opened in the summer of 1991 and the new Southwest Recreation Area which will open in the summer of 1994, meet or surpass the codes as stated in the American's with Disabilities Act.

The renovation of the Florida Gym, to be completed by 1995, will meet or surpass the codes as stated in the American's with Disabilities Act.

The following facilities are not accessible to mobility impaired persons:

Norman Gym;
To make this facility accessible an elevator or some type of chair lift will need to be installed to access the second floor. The restrooms on the ground floor are not handicapped equipped or wheelchair accessible. A handicap water fountain needs to be installed on the second floor.

Women's Gym;
This facility which was built in 1918 and is a historic building needs major renovations. The second is not accessible and the first floor which is accessible is a health hazard to participants. The first floor housed the Special Populations Lab which has to be moved because of the health hazard caused by materials used in the construction of the building. Money needs to be found to renovate this facility not only for disabled accessibility but because of the historic significance it has to the university and the state. This facility which is located next to the new Fitness Center and the Florida Pool could be a great addition to the college as a teaching and recreation facility.

Par Course;
This course which is located throughout the west side of the campus is not accessible. There is however the Dash Course located across from the Law School that is accessible. This course has fallen into some disrepair, but plans are being made to replace and repair the stations and the paved areas in the course.

Lake Wauburg North Boathouse;
This facility is not accessible to wheelchairs. This building is used to store sails, sailboards, extra lifejackets, and other misc. items. Anything that is located in the boathouse that a disabled person would need will be brought to them by an employee of the lake. There is one problem that needs to be taken care of, there are open risers on the stairs that will need to be closed in so as not to present any danger to a visually impaired person.

Lake Wauburg North Directors Office;
The lake office is located at the rear of the Park Directors residence with access to the office from a raised deck. The door to the office is not wide enough to accommodate a wheelchair. The doorway will have to be widened and a new door installed. The ramp to the deck at this time is too steep. A new and longer ramp will need to be installed. Sidewalks from the driveway and the walkway leading from the handicapped parking will need to be installed and connected to the ramp on the deck for access to the office.

Lake Wauburg North Restrooms;
The restrooms in the North Park are not accessible to wheelchairs. The entrance to the restrooms needs to be expanded to allow a wheelchair to turn once inside the restroom. The stalls are not wide enough to accommodate a wheelchair. Major renovations are need to this facility to make it accessible. An accessible water fountain also needs to be attached to this building.

Lake Wauburg North Lodge;
This building is accessible but there is one problem that exists.

The stairs leading up to the building have open risers. These need to be closed in so as not to present a danger to visually impaired individuals.

Flavet Tennis & Volleyball Courts:
A paved walkway from the parking circle east of the courts needs to be constructed. This walk way needs to be continued along the east side of the courts to the volleyball courts. Handicapped parking spaces need to be put in the circle.

Broward Tennis, Volleyball, & Basketball Courts;
A paved walkway to the upper courts needs to be constructed. This walkway also needs to be connected to give access to the volleyball and basketball courts. The access gate for the lower courts (southeast side of the courts) has a lip that needs to be removed or ramped.

Hume Basketball & Racquetball Courts;
A paved walkway needs to be constructed from the service drive to the basketball courts. Another walkway needs to be constructed from the basketball courts to the racquetball courts.

SUMMARY:

In summary of the evaluation of the College of Health and Human performance as pertaining to the American's with Disabilities Act the following observations have been made:

Some problems with physical access to programs exist, but they are being corrected with the renovation of the Florida Gym, the construction of the Southwest Recreation Area, and the completion Student Recreation & Fitness Center. A few areas mentioned in the evaluation will need only minor adjustments such as the addition of a sidewalk or a ramp, while others will need major renovations to bring them up to code. Even with limited access to some facilities programs offered by the college are accessible to all students. Adjustments in scheduling may have to be made but this can be handled in a way as not to put an undo burden on the student or the college.

The colleges policies do not discriminating against persons with impairments participating in its programs. Special arrangements may have to be made, but they will be handled in a way that is least disruptive to the individual and the program.

Statements regarding alternative formats for all printed material will be published in that material. These formats will include but are not limited to enlarged print, braille copies, and audio cassettes for persons with visual impairments or learning disabilities. For those with hearing impairments a statement regarding the Florida Relay System and its phone number will be published in all materials. The college will need to contact MCI Telephone Company to discuss setting up the Florida Relay System.

Anyone needing these alternate formats will need to contact the specific department within the college for assistance. The department will then either handle the request in house or by contacting the Disabled Students Affairs Office for assistance.

The college at this time does not have a specific evacuation plan of its facilities for the disabled. This plan will be developed with the assistance of the Disabled Students Affairs Office and the Office of Environmental Health and Safety. New fire alarms with visual warnings will need to be installed in the Norman Gym and the Women's Gym. The Florida Gym's alarm system will be replaced as part of its renovation. The renovations should be completed by 1995.

The College of Health and Human Performance as a unit of the University of Florida is dedicated to the education of its students and the community as to the diversities that involve us all. The college offers specific courses in the areas of Special Population education and activities,it also runs a lab dedicated to the disabled and their needs. Therefore it is not in the interest of the college to use materials demeaning the disabled in any way. To ensure that individuals with disabilities are not portrayed in an offensive or demeaning manner each department within the college will review its printed and audio visual materials. Any inappropriate materials that are found will be removed.

The college at this time has only one building that is on the Historic Register, that is the Women's Gym built in 1918. This facility is in need of major renovations. It is hoped that funds can be found to not only make this facility accessible to the disabled but also return this facility to the mission it was constructed for to enhance the lives of the students of the University of Florida.

Any public meeting sponsored by the College of Health and Human Performance are accessible to all interested persons. If needed arrangements will made upon request and with sufficient lead time to supply any special equipment to individuals with disabilities attending the meetings.

The College of Health and Human Performance abides by the policies and procedures set forth in the Equal Opportunity/Affirmative Action statement of the university. All official stationary and employment notifications will include the statement Equal Opportunity/Affirmative Action Employer.

In the area of new construction the college has solicited the help of the Disabled Students Affairs Office in regards to the needs of the impaired student. Both the Student Recreation & Fitness Center(completed in 1991) and the Southwest Recreation Area(to be completed in 1994) meet or surpass the standards set forth in the American's with Disabilities Act(ADA). Another major project to be undertaken by the college is the renovation

of the Florida Gym (to be completed in 1995). With the completion of the renovations the gym will meet or surpass the standards set forth in the ADA.

With the completion of this evaluation meetings will be set up with all the faculty and staff either by department or as a college to cover the policy and procedures of the college and the university pertaining to the American's with Disabilities Act. If needed arrangements will be made with the Disabled Student Affairs Office to provide an expert to discuss with the faculty and staff the reasons for the ADA and how to implement the guidelines set forth in the Act. Inservice training sessions will be set for those who need to be trained in the use of adaptive equipment used in some of the programs.

This concludes the evaluation of the College of Health And Human Performance as pertaining to the American' with Disabilities Act.

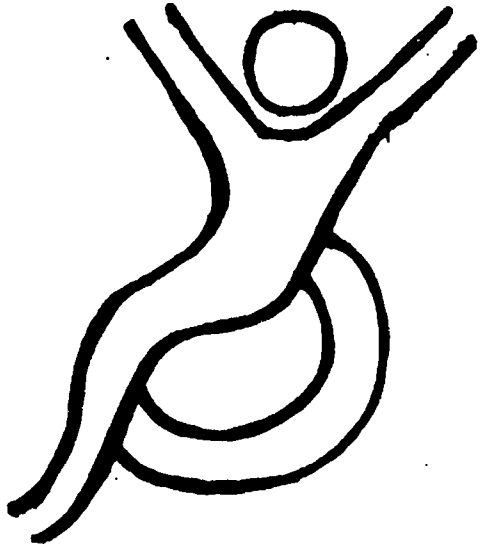
The Special Physical Education Laboratory officially began operation in September of 1982. The purpose of this program is to meet the physical education and recreation needs of all interested university students, whether they are temporarily or permanently disabled. Instruction and services are offered to participants in the areas of physical fitness, developmental fitness, sports skills, adapted physical education, and therapeutic recreation. Principal goals include providing the appropriate special physical education programming indicated to allow for the enjoyable and effective participation of all special students so that maximization of their potentials will be realized.

Assistance is offered on the individual or group basis, as well as through the incorporation, or mainstreaming, in an already established group activity. The laboratory also provides services to the community from pre-school through senior citizen age groups as staff and resources permit.

The location of this facility is in the Women's Gym, Ground Floor. For further information contact Dr. Christine Stopka at 392-0584, or call the laboratory staff directly at 392-9005.

University of Florida

SPECIAL PHYSICAL EDUCATION LABORATORY



Function: Services, training, and education in rehabilitation, habilitation, and adapted physical education for temporarily and permanently injured students.

Location: Women's Gym; Ground Floor.

Hours: Variable by semester, usually four days per week for two to four hours per day. Please call the Special Physical Education Lab at 392-9005 for more information.

How was it established?

The Center was formed in 1982 by three organizations at the University of Florida: the Student Health Service, Student Government, and the College of Physical Education, Health, and Recreation. The time, money, equipment, and space committed by these three organizations was supplemented by many hours of voluntary service from numerous students. To a great extent, the SIC Center was organized by students for students.

What are its goals?

The Center strives to minimize each student's absence from the classroom and to speed his or her return to full physical function. The Center extends the services offered by the Student Health Service. It also creates a supervised environment for qualified students to participate in the care and rehabilitation of disabling injuries and conditions.

Who directs it?

The SIC Center operates under the direction of the Student Health Service. The Medical Director of the Center is responsible to the Director of the Student Health Service. Educational and research services are supervised by the Program Director, who is responsible to the Chairperson of the Dept. of Professional Physical Education. Tax deductible contributions to the Center are directed through the Florida Foundation: Center for Physical and Motor Fitness (904-392-0584).

The SIC Center is funded by the UF Student Health Service, Student Government, and the Department of Professional Physical Education.

Brochure developed by SHS Health Education Office, 1985
© 1985: University of Florida Student Health Service

Student Injury Care Center

prevention · treatment · reconditioning

392-7315

What is the Student Injury Care Center?

The Student Injury Care Center (SIC Center) is part of the University of Florida Student Health Service. The Center offers physical therapy, athletic training, and health education services to students for the treatment, rehabilitation, and prevention of injuries and physically disabling conditions.

Who can use the Student Injury Care Center?

All full-time students as well as part-time students and student's spouses who have paid the current health fee are eligible for care at the SIC Center.

Who provides the services?



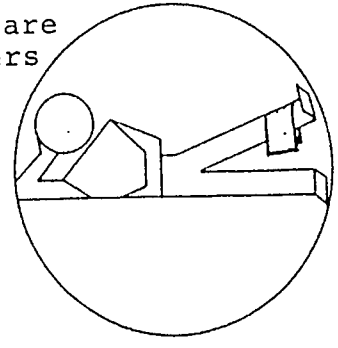
A licensed physical therapist and certified athletic trainer provide services at the SIC Center. These individuals are supervised by a Student Health Service physician. Student athletic trainers under the direction of a faculty member from the Department of Professional Physical Education assist the staff at the Student Injury Care Center.

What conditions can be treated?

Conditions such as ankle sprains, shin splints, tennis elbow, knee injuries, shoulder dislocations, back strains, muscle contusions, superficial abrasions, overuse syndromes, and post-surgical problems, are treated and rehabilitated at the Center. Those with acute injuries are evaluated and provided initial care. Those with other conditions should be evaluated by a physician and, if appropriate, referred to the Student Injury Care Center for treatment and rehabilitation.

How much does it cost?

Athletic training services are offered at no charge to users of the SIC Center. A fee is charged for the professional services of the physical therapist. The fee schedule is posted in the Center and Student Health Service.



What services are provided?

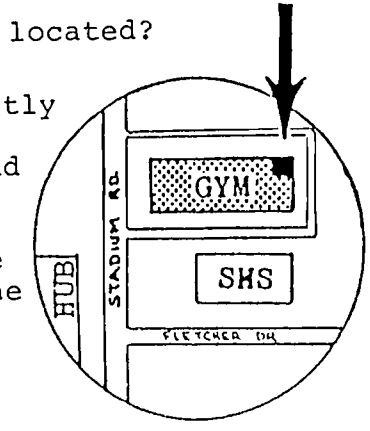
Staff at the SIC Center provide such services as:

- Theraputic & isokinetic exercises
- Ice and heat therapy
- Whirlpool
- Ultrasound
- Electrotherapy
- Cybex muscle evaluations and therapy
- Supportive taping & padding
- Contrast baths
- Initial care of minor injuries

Individuals who require X-ray examinations or medical treatment are referred to a Student Health Service physician or to their private physician.

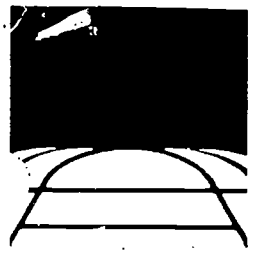
Where is it located?

The SIC Center is conveniently located in Room 116 of the FLORIDA GYM (directly behind the Student Health Service [SHS] building). It is in the northwest corner of the gym on the same level as the basketball courts.



When is it open?

During the semester, the SIC Center is open Monday through Friday. The hours are posted at the Center and the Student Health Service. The Center is closed on University holidays and semester breaks.



STEPHEN C
O'CONNELL
C·E·N·T·E·R

OFFICE of the DIRECTOR

October 29, 1992

Ken Osfield
Assistant Dean
Student Affairs
P202 Peabody
Campus

Dear Ken:

Enclosed is the O'Connell Center self evaluation regarding the Disabled as required by the ADA. Also enclosed is our Disabled User Policy and a letter from the University Attorney's Office commenting on our policy.

Please contact me with any questions.

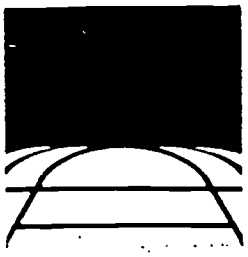
Respectfully yours,

Mike DeLorenzo
Associate Director

MD/wcd

Enclosure

University of Florida • Suite 1232 • Gainesville, Florida 32611 • 904/392-5500 • FAX 904/392-7106
EQUAL EMPLOYMENT OPPORTUNITY • AFFIRMATIVE ACTION EMPLOYER



STEPHEN C
O'CONNELL
C·E·N·T·E·R

OFFICE of the DIRECTOR

STEPHEN C. O'CONNELL CENTER
AMERICANS WITH DISABILITIES ACT
SELF EVALUATION OF POLICIES, PROGRAMS

In compliance with the Americans with Disabilities Act the following is a self evaluation of the Stephen C. O'Connell Center. The O'Connell Center is a 12,000 seat, 296,000 square feet multi-purpose facility located on the University of Florida campus.

This is an overview of the policies, programs, accessibility and services. A detailed listing is attached as a part of the O'Connell Center "Services and Facilities For Disabled Users Policy". The University's General Counsel has reviewed this policy and has said no changes were needed.

Any items that need to be addressed due to the Americans with Disabilities Act are covered in the following evaluation.

COMPLIANCE OFFICER

1. The ADA compliance officer for the O'Connell Center will be the Associate Director.

GRIEVANCE PROCEDURES

2. A patron of the O'Connell Center shall file any grievance relating to the ADA and SCOC policy in writing to the Associate Director who will then respond to that person in writing. If the patron is not satisfied with said letter, a meeting would be scheduled with the patron and the Associate Director to discuss the issue. If this is not satisfactory, the patron has the option to take his/her grievance to the Committee on Persons with Disabilities in the Office of Student Services. This Committee oversees ADA compliance at the University of Florida. The Committee will investigate the patron's grievance with the Center.

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PROGRAMS AND ACCESSIBILITY

3. The O'Connell Center programs include instruction, entertainment, recreation, intramurals, sporting events, trade shows, and lectures. All of these programs are accessible to the disabled for either participation or viewing.

Patrons in wheelchairs are not permitted on the floor level for concerts because there are no emergency exits and access to the elevator is off limits to the general public because of back stage security requirements. In an emergency situation with the lights out, it would be hard to identify patrons in wheelchairs. In addition, in accordance with Section II. 5, of the ADA, a backdoor/hallway cannot be used for program accessibility if the area is not open to the public and the individual does not have to travel a distance or through non-public areas such as storerooms. In the case of a concert, the back hallway is used for storage and loading of band equipment throughout the show.

Patrons with wheelchairs are not permitted on the arena floor for athletic events, because there is no room for seating. There is seating for disabled users at the second level (gate corners) for these events. Working personnel in wheelchairs are permitted on the floor with proper credentials.

Patrons in wheelchairs are permitted on the arena floor for trade shows, classes, recreational activities and speeches (when backstage security does not prohibit this).

The O'Connell Center is accessible to disabled users through airlocks at Gates 3 and 4. All classrooms and activities are accessible through these airlocks. Disabled patron seating for concerts and sporting events is at the second level corners of the arena. The pool is accessible through the pool deck or the gates by way of the elevator. A lift for the pool is available and is operated by the lifeguards or instructors for their respective programs.

A lift for the O'Connell Center stage is available for all University events such as commencement and speeches, to provide accessibility to these programs.

Due to the physical limitations of the facility there are not enough required wheelchair seating locations as mandated by the ADA, however, the building was constructed before the ADA and this new formula applies to new construction only. Other arenas are experiencing the same problem, therefore we will monitor the situation with the hope that companies will develop some type of adaptable seating that can be configured into existing seating.

The O'Connell Center does comply with the one percent fixed seating with movable arm rests required by the act.

SERVICES

4. The O'Connell Center has restrooms stalls for the disabled at all level 2 locations as well as the men's and women's locker rooms. Estimates are underway to install mirrors and sinks for the disabled in the locker rooms and in the level 2 men's restrooms which currently do not have any.

Concession stands are currently being renovated at all four gates. When completed they will include a counter section that meets ADA accessibility requirements.

The O'Connell Center provides an informational brochure on the building. When new procedures are printed, they will be done in large type for the visually impaired. Menu boards for concession stands will be read to those who need help simply by asking concession employees.

Sign interpreters for the hearing impaired are provided when arrangements are made with the O'Connell Center Administrative Office two weeks prior to the event date. Those wishing to use a hearing assistance system can obtain one by asking an usher at the event.

Future advertising for events or activity information will list the Florida Relay Service TDD number (1-800-955-8771) for the hearing impaired. The O'Connell Center will require all promoters to list the TDD number, however the center does not always coordinate advertising for shows, the promoter or Student Government Productions often does. If the number does not appear as an oversight the Center will notify the promoter immediately.

EMPLOYMENT

5. Full time employment is handled through University Personnel Services, therefore all guidelines and procedures required for employment by the ADA are coordinated through that office.

Part time student employees are hired directly through the O'Connell Center. These student positions are filled in accordance with the ADA, include essential job functions the student performs without which the position would not exist, and which an individual must be able to perform unaided or with reasonable accommodations.

EMERGENCY EVACUATION

6. As a part of the O'Connell Center's overall evacuation plan for emergencies and natural disasters, any assistance needed by disabled patrons in exiting the facility would be provided by ushers stationed in the disabled seating areas.

FUTURE CONSTRUCTION CONSIDERATION

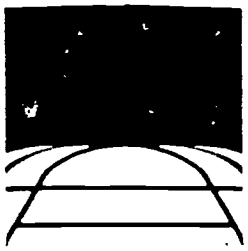
7. The long range plan of the O'Connell Center is to install another disabled user entrance at gates 1 and 2, thus making all gates easily accessible. At present there are no other long range construction plans that would affect the disabled; however, if any do surface, all ADA policies will be followed. Physical Plant oversees all construction projects in the Center so they will be responsible for implementing any ADA requirements that would affect the disabled using the facility.

CONCLUSION

This self evaluation will be retained as will the O'Connell Center disabled user policies for three years. It will be examined and the polices will be monitored by the compliance officer. Any warranted changes to the policies will be implemented after the situation is examined.

A copy of this self evaluation will be retained by the Office of Students Services and the O'Connell Center.

adact
10/29/92



O'CONNELL
C·E·N·T·E·R

OFFICE of the DIRECTOR

SERVICES AND FACILITIES FOR DISABLED USERS

The staff of the O'Connell Center is available to assist disabled users. Please call the Director's Office at 392-5500 or 1-800-995-8771 TDD,if we can be of assistance.

The Orange 2 lots west and north as well as the commuter lot north of the O'Connell Center have several spaces reserved for disabled users with the appropriate parking decal or permit. These spaces are marked with signs. There is a wheelchair ramp located near the parking space in the center of the west lot. Those in wheelchairs or on crutches are encouraged to use the ramp or come off the north lot through the side walk ramps in front of Gates 3 and 4 and enter the building at Gates 3 and 4. Both entrances have special air locks to accommodate disabled users. These air locks make it convenient to enter the building with as little air flow as possible. The Gate 4 airlock is electrically operated. There is an elevator located around the corner from the Gate 3 airlock.

Special arrangements have been made for disabled users to attend events in the O'Connell Center's main arena. Disabled users seating is provided at the corners of the arena, level two, at each Gate along the rails. Guests with the disabled users may sit in this area also. However the number of disabled users may necessitate only allowing one guest to sit with the disabled user. This is to ensure all disabled users have a viewing area. Ushers in a bright orange vest are available to provide assistance to patrons upon request.

University of Florida • Suite 1232 • Gainesville, Florida 32611 • 904/392-5500 • FAX 904/392-7106
EQUAL EMPLOYMENT OPPORTUNITY • AFFIRMATIVE ACTION EMPLOYER

Disabled users are permitted on the floor level for speaking engagements (providing security requirements do not prohibit this) trade shows and banquets. Upon entrance to the building locate an usher in an orange vest or security guard in an orange coat to obtain access to the elevator and directions to the first level. An O'Connell Center employee will provide proper assistance out of the facility in case of an emergency evacuation.

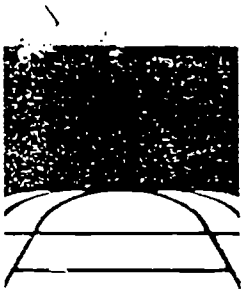
Disabled users are not permitted on the floor level for concerts or sporting events. For sporting events and concerts the elevator area to the floor is off limits to all patrons due to space constraints and security requirements. In addition, due to the facility design there is no public entrances and exits on this level, access can only be gained through the stairs on the bleachers. Working personnel in wheelchairs are permitted on the floor with the proper credentials.

The O'Connell Center pool has a special entrance for disabled users located down a ramp which begins on the east side of Gate 2. A special piece of equipment which enables the lifeguards to lower a disabled users into the water is available for UF faculty, staff and students. Lifeguards will assist those who wish to use this equipment. Disabled users may sit along the level 2 orange rails at the ends of the pool for swim meets. If the swim meet crowd is small, disabled users may sit along the rails, level 2 near the center of the pool next to the benches. Inquire with an usher for the appropriate location.

The large weight room houses free-style and leverage machines and the small weight room is furnished with Nautilus equipment. During recreational hours, attendants are on duty to provide assistance and instructions for using this equipment.

The main locker rooms are located just off the pool deck. Users may secure their belongings by bringing a padlock; however, the locks may not be left on the lockers overnight. The shower and restroom facilities in the locker rooms are accessible to disabled users.

The O'Connell Center has a wheelchair lift which is capable of raising a person seated in a wheelchair up to the level of the stage so that all graduates may participate in UF commencement exercises or any other functions when a stage is used. Arrangements for use of the wheelchair lift should be made by contacting the Director's office.



STEPHEN C O'CONNELL C·E·N·T·E·R

OFFICE of the DIRECTOR

November 22, 1991

Ken Osfield
Assistant Dean
Student Affairs
129 Tigert
Campus

Dear Ken:

After my discussion with you, regarding access to the floor for disabled students I did meet with Lionel.

In order to provide the best equal access to all patrons, we will allow disabled users on the floor for speaking engagements, unless security requirements prohibit it. We will provide a staff member to provide access in and out of the building in the event of an emergency.

The policy for concerts and sporting events will remain the same, because the access area to the floor is off limits to all patrons.

I have changed the fourth paragraph in our disabled user policy to reflect this new policy and have enclosed a copy for your records.

Thank you for assistance regarding this matter.

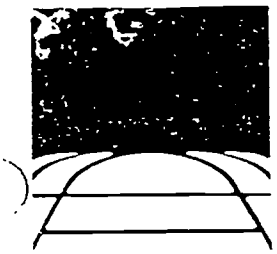
Respectfully yours,

Mike DeLorenzo
Associate Director

Enclosure

cc: Lionel Dubay

University of Florida • Suite 1232 • Gainesville, Florida 32611 • 904/392-5500
EQUAL EMPLOYMENT OPPORTUNITY - AFFIRMATIVE ACTION EMPLOYER



STEPHEN C
O'CONNELL
C·E·N·T·E·R

OFFICE of the DIRECTOR

SERVICES AND FACILITIES FOR DISABLED USERS

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Disabled users are permitted on the first level for speaking engagements (providing security requirements do not prohibit this) trade shows and banquets. Upon entrance to the building locate an usher in an orange vest or security guard in an orange coat to obtain access to the elevator and directions to the first level. An O'Connell Center employee will provide proper assistance out of the facility in case of an emergency evacuation.

Disabled users are not permitted on the first level for concerts or sporting events. For sporting events and concerts the access area is off limits to all patrons due to space constraints and security requirements.

The O'Connell Center pool has a special entrance for disabled users located down a ramp which begins on the east side of Gate 2. A special piece of equipment which enables the lifeguards to lower a disabled users into the water is available for UF faculty, staff and students. Lifeguards will assist those who wish to use this equipment. Disabled users may sit along the level 2 orange rails at the ends of the pool for swim meets. If the swim meet crowd is small, disabled users may sit along the rails, level 2 near the center of the pool next to the benches. Inquire with an usher for the appropriate location.

The large weight room houses free-style and leverage machines and the small weight room is furnished with Nautilus equipment. During recreational hours, attendants are on duty to provide assistance and instructions for using this equipment.

The main locker rooms are located just off the pool deck. Users may secure their belongings by bringing a padlock; however, the locks may not be left on the lockers overnight. The shower and restroom facilities in the locker rooms are accessible to disabled users.

The O'Connell Center has a wheelchair lift which is capable of raising a person seated in a wheelchair up to the level of the stage so that all graduates may participate in UF commencement exercises. Arrangements for use of the wheelchair lift should be made by contacting the Director's office.

October 5, 1992

Mr. Kenneth Osfield
Office for Student Services
P202 Peabody Hall
CAMPUS

Dear Kenneth:

Enclosed please find the Athletic Association's reply to the ADA self-evaluation.

If you detect a problem with any of this information, please let my office know. Kindest regards.

Sincerely,

Greg McGarity
Assoc. Athletic Director

GM/kpb

Enclosure

Gators
UNIVERSITY ATHLETIC ASSOCIATION, INC. • UNIVERSITY OF FLORIDA
P.O. BOX 14485 • GAINESVILLE, FL 32604-2485 • (904) 375-4683
EQUAL OPPORTUNITY EMPLOYER

(83) List and describe briefly any physical education, intercollegiate athletics, club athletics, or intramural athletics programs that are offered by the institution to its students.

Answer: The University Athletic Association offers intercollegiate athletics in the sports of mens's and women's basketball, men's and women's indoor/outdoor track and field, men's and women's cross country, men's and women's tennis, men's and women's golf, men's and women's swimming and diving, football, baseball, women's volleyball and women's gymnastics. All intercollegiate sports are sponsored by the NCAA and the Southeastern Conference.

(84) Based on an analysis of the policies, procedures, and practices related to each, for each program listed in (83), discuss either: (A) how the program is free from discrimination based on handicap, with or without the option of separate of different programs; or (B) steps that will be taken to ensure equal opportunity in the future.

Answer: (A) All intercollegiate athletic programs are free from discrimination based on an individual's handicap. Any student desiring a try-out for a particular sport must approach the head coach of the respective sport. During this interview, the student would discuss all aspects of the tryout with the coach, which would include NCAA, SEC and institutional rules and regulations, as well as standards established by the respective coach. The student would then discuss all options relative to the student trying out for the team.

(85) Discuss any health examinations that are required of all students prior to participation in physical education or athletics. Describe steps that will be taken to make certain that such examinations measure health condition related to the participation, and do not exclude handicapped persons based on unrelated criteria.

Answer: Prior to any student participating in intercollegiate athletics, the student must undergo a physical examination by the team physician and have parental permission before being authorized to practice. In the event a medical condition is detected which could cause harm to the student, then a consultation would follow with the student, physician, coach, and parents of the student. Status of the student's participation in the intercollegiate sport would be determined at that time.

(86) Discuss steps that will be taken to communicate to students (including those with sight or hearing impairments) the availability of separate or different physical education or athletics programs for handicapped persons, if they wish to participate in such.

Answer: There are no "separate or different" programs sponsored by the University Athletic Association other than those stated in answer #83.

(87) Describe safeguards that will ensure that a qualified handicapped athlete will not be discriminated against in his or her participation in physical education or athletics program that are not separate or different.

Answer: Each member of the University Athletic Association's coaching staff will be briefed on the sensitivity of the ADA legislation. Association's coaching staff will be made aware of the impact the ADA brings to our campus, and that discrimination would not be tolerated.

(88) Does the institution require as a prerequisite to attaining a degree that students complete some requirement regarding physical education or athletics?

Answer: Not applicable to the University Athletic Association in that the Association does not award degrees.

(89) Discuss the accessibility of athletics facilities for persons with mobility impairments, and steps that may be necessary to achieve accessibility and full participation for such individuals.

Answer: All facilities maintained by the Athletic Association are, or will be, accessible to the handicapped as improvements are planned in order for all Athletic Associations facilities to meet and/or exceed ADA guidelines. The office of Student Services, specifically Kenneth Osfield, has personally reviewed all athletic facilities for ADA review, and construction has been planned and/or coordinated for the areas not in compliance.

STUDENT AFFAIRS

Admissions/Registrar Self Evaluation
- Applications for Admissions
- Pathways to Success Pamphlet

Career Resource Center Self Evaluation
- Career Expo Cultural Diversity Reception Flier

Counseling Center Self Evaluation
Financial Aid Self Evaluation
Dining Services (Gator Dining Services) Self Evaluation
Housing Self Evaluation
Student Services Self Evaluation
- Students with Disabilities Pamphlet
- Students with Disabilities Pamphlet (New)
- 1991 Guide for Students with Disabilities
- 1990 Guide for Students with Disabilities
- Diversity Week Flier
- Vocal Eyes Pamphlet
- C.A.D.R.C. Pamphlet
- S.M.A.R.T. Party Flier
- Faculty Guide (Teaching Students With Disabilities)
- S.U.S. Resource Guide

Student Services, Child Care (Baby Gator) Self Evaluation
Student Services, Greek Affairs Self Evaluation
- Sorority Rush Book
- Fraternity Rush Book
- Panhellenic Constitution
- Kappa Alpha Theta Diversity Statement

Student Services, Orientation (Preview) Self Evaluation
- Orientation Flier
- Memo: Campus Tours

Student Government Self Evaluation
- Student Government 800 Code Revisions
- Lake Alice News
- Cabinet Application
- Memo: Activities and Service Fee and the A.D.A.
- Handi-Van Flier
- Bicycle Parking Flier

Student Health Care Center Self Evaluation
- Student Insurance Booklet
- Graduate Student Insurance Pamphlet
- Patient Rights Flier
- Available Service Flier

Student Union (J.W. Reitz Union) Self Evaluation
- Memo: Gator Outdoor Recreation Program
- Memo: Union Wheel Chair Lift
- Memo: Assigning Union Self Evaluation Committee Members
- File Series Flier

Application for Admission

State University System of Florida

Entering Freshman or Undergraduate Transfer

Attach here your $20 check or money order (U.S. Currency), made payable to the university you marked below. This is a **NON-REFUNDABLE** application fee. Your application will not be processed if it is omitted and may be returned. (Do not send cash.)

Please read carefully before completing application.

You may use this form to apply as an entering freshman or an undergraduate transfer to any one of the universities within the State University System of Florida (listed below). Each university enrolls students at the freshman, sophomore, junior, senior and graduate level. Check the appropriate box. If you wish to apply to more than one university, a separate application and fee must be submitted to each institution along with the other documents required.

- ☐ Florida A&M University, Tallahassee, FL 32307-0077
- ☐ Florida Atlantic University, Boca Raton, FL 33431-0991
- ☐ Florida International University, Miami, FL 33199
- ☐ Florida State University, Box 5000, Tallahassee, FL 32314
- ☐ University of Central Florida, Orlando, FL 32816-0114
- ☐ University of Florida, Box 2946, Gainesville, FL 32602-2946
- ☐ University of North Florida, Jacksonville, FL 32216-6699
- ☐ University of South Florida, Tampa, FL 33620-6900
  - ☐ USF/New College, Sarasota, FL 34243-2197
- ☐ University of West Florida, Pensacola, FL 32514-5750

- If applicable, enter name of Center/Branch/Regional/Area Campus _____
- Have you previously submitted an application to this university? ☐ No ☐ Yes Term _____, Year _____
- Have you ever attended this university? ☐ No ☐ Yes. From _____, 19 ____ to _____, 19 ____

ADMISSION APPLICATION PROCEDURES

In order to apply for admission, you must provide the following documents before the admission application deadline of the university to which you are applying (marked above). Application for admission will not be processed more than one year in advance of the date for which entrance is sought. Contact each university for its admission requirements and deadlines as well as other pertinent information necessary to complete this form.

1. APPLICATION FOR ADMISSION

This Application for Admission form must be accompanied by your $20 non-refundable application fee (check or money order U.S. Currency only). **This form must be completed in full.** Please note the following instructions.

- You must have a U.S. Social Security Number entered in #1. This is your official student number. Contact your nearest U.S. Social Security Office to apply for a number, if necessary, before submitting this form. (International students are exempt from having to provide a U.S. Social Security number only if you are ineligible to apply for one.)
- If you graduated from a Florida Public High School after July 1, 1988, you must enter your Florida Student Number ID (available from your high school counselor).
- Make sure your application is signed on page 3 and in the appropriate place on page 4.
- **The Florida Residency Statement on page 4 must be completed and signed if you are claiming state residency.**

2. OFFICIAL TRANSCRIPTS

The following transcripts must be sent to the Office of Admissions at the university address you checked above.

- If you are a beginning freshman or transfer applicant with less than 60 sem. hrs. of transferable academic credit, ask your high school to forward your official secondary school record.
- If you have attended any institution(s) of higher education (including dual enrollment), ask **each** institution to forward a transcript of your academic record. Transcripts must be mailed directly from the institution or forwarded electronically.
- If you completed high school by GED, you must provide an official copy of your test scores (as well as a partial high school transcript).

Please Note: As you request transcripts, provide your Social Security number, Florida Student Number ID (if you graduated from a Florida Public School after July 1, 1988) and the name(s) you used while attending that institution. Ask that your Social Security number and correct name be added to your official transcript. Official copies of all transcripts and test scores must be sent directly to the Office of Admissions and become the sole property of the University.

3. ADMISSION TEST SCORES

It is your responsibility to make the necessary arrangements to take the appropriate tests. Contact your school counseling office.

- ACT or SAT scores are required if you are seeking admission as a freshman or transfer with less than 60 semester hours of transferable academic credit. Have the official test scores forwarded directly to the university by the testing agency.
- Education majors seeking formal admission to the State Approved Program of Teacher Education must submit ACT or SAT scores even if entering the upper division.
- TOEFL - Applicants whose native language is not English may be required to take the Test of English as a Foreign Language (TOEFL) and have their scores submitted by the Educational Testing Service.

All institutions within the State University System of Florida encourage admission applications from qualified students regardless of sex, culture, race, religion, ethnic background or disability.

revised 1992

INFORMATION FOR RESIDENCE CLASSIFICATION

A Florida "resident for tuition purposes" is a person who has, or a dependent person whose parent or legal guardian has established and maintained legal residence in Florida for at least twelve months. Residence in Florida must be as a bonafide domiciliary rather than for the purpose of maintaining a residence incident to enrollment at an institution of higher education. Other persons not meeting the twelve-month legal residence requirement may be classified as Florida residents for tuition purposes only if they fall within one of the limited special categories authorized by the Florida Legislature and Board of Regents. All other persons are ineligible for classification as a Florida "resident for tuition purposes."

To qualify as a Florida resident for tuition purposes you must be a U.S. citizen, permanent resident alien, or a legal alien granted indefinite stay by the Immigration and Naturalization Service. Living in or attending school in Florida will not, in itself, establish legal residence. Students who depend on out-of-state parents for support are presumed to be legal residents of the same state as their parents. Residence in Florida must be for the purpose of establishing a permanent home and not merely incident to enrollment at an institution of higher education. Documents supporting the establishment of legal residence must be dated, issued, or filed 12 months before the first day of classes of the term for which a Florida resident classification is sought.

DEFINITIONS: A copy of your most recent tax return or other documentation may be requested to establish dependence/independence.
A) **DEPENDENT:** a person for whom 50% or more of his/her support is provided by another as defined by the Internal Revenue Service.
B) **INDEPENDENT:** a person who provides more than 50% of his/her own support.

FLORIDA RESIDENT FOR TUITION PURPOSES

(IF YOU DO NOT QUALIFY SIMPLY SIGN THE NON-FLORIDA RESIDENT SECTION BELOW)

☐ 1. I am an independent person and have maintained legal residence in Florida for at least 12 months.
☐ 2. I am a dependent person and my parent or legal guardian has maintained legal residence in Florida for at least twelve months.
☐ 3. I am a dependent person who has resided for five years with an adult relative other than my parent or legal guardian and my relative has maintained legal residence in Florida for at least twelve months.
☐ 4. I am married to a person who has maintained legal residence in Florida for at least twelve months. I have established legal residence and intend to make Florida my permanent home. (Copy of marriage certificate required.)
☐ 5. I was previously enrolled at a Florida state institution and classified as a Florida resident for tuition purposes. I abandoned my Florida domicile less than twelve months ago, and am now re-establishing Florida legal residence.
☐ 6. According to the United States Immigration and Naturalization Service, I am a permanent resident alien or other legal alien granted indefinite stay. I have maintained domicile in Florida for at least twelve months. (INS documentation required.)
☐ 7. I am a member of the armed services of the United States and am stationed in Florida on active military duty pursuant to military orders, or whose home of record is Florida [or I am the member's spouse or dependent child] Copy of military orders or military document showing home of record required. (DD2058)
☐ 8. I am a full-time instructional or administrative employee employed by a Florida public school, community college or institution of higher education. [or I am the employee's spouse or dependent child] (Copy of employment verification required.)
☐ 9. I am part of the Latin American/Caribbean scholarship program. (Copy of scholarship papers required.)
☐ 10. I am a qualified beneficiary under the terms of the Florida Pre-Paid Postsecondary Expense Program (S. 240.551, F.S.) (Copy of card required.)
☐ 11. I am living on the Isthmus of Panama and have completed 12 consecutive months of college work at the F.S.U. Panama Canal Branch [or I am the student's spouse or dependent child].
☐ 12. I am a Southern Regional Education Board's Academic Common Market graduate student. (Certification letter from State Coordinator required.)
☐ 13. I am a full-time employee of a state agency or political subdivision of the state whose student fees are paid by the state agency or political subdivision for the purpose of job-related law enforcement or corrections training.
☐ 14. I am a full-time student participating in a linkage institute. (S.240.137,F.S.)

ATTACH COPIES OF DOCUMENTATION INDICATED ABOVE—Additional documentation (e.g. copies of voter's registration, driver's license, tax returns, deeds, etc.) may be required by the University in some cases. **ALL DOCUMENTATION IS SUBJECT TO VERIFICATION.** Someone other than the student (e.g. parent) should complete this statement if the student is dependent or seeks to be classified as a Florida resident by virtue of a relationship. Otherwise, the student should complete this statement. **PLEASE PRINT:**

1. Name of student: _____ **2. Student SSN:** _____

The claimant is the person who is claiming Florida residency, e.g., the student (if independent), parent, spouse or legal guardian. **All of the questions below pertain to the claimant.**

3. Name of claimant: _____ **4. Relationship of claimant to student:** _____

5. Permanent legal address of claimant: _____
Street address

6. ( ) _____
Telephone number of claimant

_____ _____ _____
City State Zip

7. Date claimant began establishing legal Florida residence and domicile: _____

8. Claimant's voter registration, State: _____ County: _____ Number: _____ Original Issue Date: _____

9. Claimant's driver license, State: _____ Number: _____ Original Issue Date: _____

10. Claimant's vehicle registration, State: _____ License Tag Number: _____ Issue Date: _____

11. Non U.S. Citizen only; **Resident alien number:** _____ Date Card Issued: _____
(Copy of both sides of card required)

ADDITIONAL DOCUMENTATION MAY BE REQUESTED BY THE INSTITUTION

I do hereby swear or affirm that the above named student meets all requirements indicated in the checked category above for classification as a Florida resident for tuition purposes. I understand that a false statement in this statement will subject me to penalties for making a false statement pursuant to 837.06, Florida Statutes, and that a false statement in this statement may subject the above named student to the penalties for making a false or fraudulent statement pursuant to BOR Rule 6C-6.01(6), F.A.C.

_____ _____
Signature of person claiming Florida residency Date

NON-FLORIDA RESIDENTS ONLY

I understand that I do not qualify as a Florida resident for tuition purposes for the term for which this application is submitted and that if I should qualify for some future term it will be necessary for me to file the required documentation prior to the beginning of the term in order to be considered for Florida residency classification.

_____ _____
Signature in ink Date

UNIVERSITY OF FLORIDA

ADMISSIONS OFFICE • Gainesville, FL 32611-2058 • REGISTRAR'S OFFICE

MEMORANDUM

TO: Kenneth Osfield
Assistant Dean, Office for Student Services

FROM: Barbara Talmadge Fincher
University Registrar

SUBJECT: Americans with Disabilities Act Self-Evaluation Registrar and Admissions Questions

DATE: December 7, 1992

The following information responds to the queries you presented in your August 23, 1992 memo. If you need additional information or any clarification, please let me know.

1. List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

   *The Office of the University Registrar uses Criser Hall and the Florida Gym for its activities. These facilities are accessible to all our clientele.

   *The University of Florida is currently completing a physical access survey. Once the results of that survey are completed, any necessary modifications to assure access will begin.

2. What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

   *The Office of the University Registrar is working in conjunction with the Office for Student Services to ensure the accessibility of its publications to students with disabilities by providing them in multiple formats, including tape and computer diskette.

3. If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

   *The Office of the University Registrar at the University of Florida has access to the Florida Relay Service which links individuals who are deaf, deaf-blind, and speech impaired to anyone by telephone.

ADMISSIONS OFFICE
S201 CRISER HALL (904) 392 1365

AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER

REGISTRAR'S OFFICE
S222 CRISER HALL (904) 392 1374

6. Does the institution have any limitation on the number or proportion of qualified handicapped persons who may be admitted?

*No.

If 'no.' describe the general admissions process and how it relates to handicapped applicants.

*Freshman and lower division transfer applicants who self-identify will be reviewed in the normal manner. If sufficient documentation is included with the application material and normal procedures would indicate a denial decision, the application will automatically be sent through the appeal process. If documentation is not submitted initially, and the student is denied, the denial letter will notify the student of the appeal process.

*Upper division students who self-identify will be reviewed in the normal manner. Documentation included with the application material is included with the referral that is sent to the department.

7. Based on a department-by-department analysis that includes all schools and colleges of the institution, list and briefly describe all tests and other criteria used in institutional admissions decisions. (List all tests and all criteria such as interviews, good health, high school performance, portfolio for an art student, musical ability for music students, and so forth.) For all tests listed, note the skill, level of achievement or other factor that the test purports to measure.

*Freshman admissions - SAT and ACT are used to measure aptitude. The high school grade point average and strength of high school curriculum are used to measure scholastic achievement.

8. For each test listed in (7), describe steps that will be taken to ensure that it measures solely what it purports to measure and that impaired sensory, manual or speaking skills (unless those skills are the ones it purports to measure) are not being measured as well.

*The SAT and ACT are nationally normed tests for which validity studies are in place.

9. List from (7) those tests or criteria that have a disproportionate, adverse effect on handicapped applicants, or have the potential to have such an effect on handicapped applicants.

*None.

10. For each test or criterion listed in (9), state whether or not the Director of OCR has identified any alternate tests or criteria that would accomplish the same measurement with a less disproportionate, adverse effect on handicapped persons. Where alternate tests or criteria have been identified by the Director of OCR, describe the steps that will be taken to employ these alternate tests or criteria in place of those currently used.

*Not applicable.

11. For each test or criterion listed in (9) for which the Director of OCR has not identified any alternates, either: (A) provide background information that indicates the validity of the test or criterion as a predictor of success (Note: first-year grades may be used to monitor validity in this case); or (B) indicate steps that will be taken to modify the test or criterion or discontinue its use with respect to classes of handicapped persons affected adversely.

*Not applicable.

12. For all tests and other criteria used in admissions, discuss the process through which the institution will conduct periodic validity studies against the criterion of overall success in the education program or activity (beyond the initial validation based on first-year grades or some equivalent factor) in order to monitor the general validity of test scores. Indicate the nature and frequency of such studies.

*Cannot be answered at this time.

13. Does the institution make available to applicants admissions tests that are designed for persons with impaired sensory, manual or speaking skills?

*No, the institution does not provide this service, however, the university catalog gives instructions on how to obtain special services in relation to these nationally administered tests.

14. Are admissions tests administered in locations and facilities that, on the whole, are accessible to handicapped persons?

*Yes. However, these tests are administered on campus by the Office of Instructional Resources who insure that the test locations are accessible.

15. Is the institution's admissions office (or other campus facility normally used in the admissions process) accessible to all applicants.

*Yes.

16. Does the institution make any preadmission inquires (on forms, during interviews, and so forth) regarding whether an applicant for admission is a handicapped person?

*Yes. This is an optional question on the application for admission for students requesting to receive special admissions consideration based on his/her disability.

17. Is the institution: taking remedial action at the request of the Director of OCR;

*No.

taking voluntary action to overcome the effects of conditions that resulted in limited participation in programs or activities by handicapped persons?

*No.

18. Following admission, inquiries may be made on a voluntary and confidential basis regarding handicaps that may require accommodation or the availability of auxiliary aids, whether or not an institution is taking voluntary or remedial action. Discuss whether, and when, such inquires will be made, how confidentiality of information will be ensured, and how specific information gathered will enter some procedure through which accommodations will be made and auxiliary aids will be available, as necessary.

*After a student self-identifies him or herself as a disabled person, the Office of Admissions refers him or her name and the documentation to Assistant Dean Ken Osfield in the Office of Student Services. Student Services, then, is responsible for providing accommodations and auxiliary aids, as necessary, to the student.

19. For each school or department of the institution, discuss briefly the process of selection regarding admissions. Outline the steps in the process, who is involved, and other pertinent factors. Discuss whether or not the process of selecting students from the applicant pool has any potential for discrimination against qualified handicapped persons.

*There are two policies, one for freshman and lower division applicants and one for upper division applicants. Freshman and lower division transfer applicants who self-identify will be reviewed in the normal manner. If sufficient documentation is included with the application material and normal procedures would indicate a denial decision, the application will automatically be sent through the appeal process documented below. If documentation is not submitted initially, and the student is denied, the denial letter will notify the student of the appeal process.

Applicants who begin the appeal process will be advised that they need to supply the Admissions Office with documentation of the disability, with a statement of how the disability may have had an impact on grade point average, standardized test results or selection of curriculum. This statement may be supplied by letter or in person, if desired. The documentation and information will be forwarded to the Assistant Dean for Student Services, responsible for Programs and Services for Students with Disabilities, who will have the information reviewed by a committee which includes a faculty member who is knowledgeable about the type of disability, a representative from the Office of Admissions, a representative from the General Counsel's Office and the Assistant Dean for Student Services. The committee will review the materials provided by the student and make recommendations regarding appropriate substitution or modification of requirements. The recommendations will be reviewed by the University Admissions Committee to determine the appropriate action on the request for admission.

If admitted, the student will be so advised, with specification of any conditions which may be imposed. If the Admissions Committee denies admission, the student will be notified that the entire record, including the documentation of the disability, was reviewed and that the University of Florida is unable to offer admission.

Upper division applicants who self-identify will be reviewed in the normal manner. If sufficient documentation is included with the application material and normal procedures would indicate a denial decision, the application will automatically be sent through the appeal process documented below. If documentation is not submitted initially, and the student is denied, the denial letter will notify the student of the appeal process.

Applicants who begin the appeal process will be advised that they need to supply the upper division college with documentation of the disability, with a statement of how the disability may have had an impact on grade point average, or selection of curriculum. This statement may be supplied by letter or in person if desired. The documentation and information will be forwarded to the Assistant Dean for Student Services, responsible for Programs and Services for Students with Disabilities, who will have the information reviewed by a committee which includes a faculty member who is knowledgeable about the type of disability, a representative from the Office of Admissions, a representative from the General Counsel's Office, a representative from the upper division college, and the Assistant Dean for Student Services. The committee will review the materials provided by the student and make recommendations regarding appropriate substitution or modification of requirements. The recommendations will be reviewed by the University Admissions Committee to determine the appropriate action on the request for admission.

If admitted, the student will be so advised, with specification of any conditions which may be imposed. If the Admissions Committee denies admission, the student will be notified that the entire record, including the documentation of the disability, was reviewed and that the University of Florida is unable to offer admission.

20. Delete question 20. The Provost is responsible for this function.

21. Describe the steps that will be taken to make certain that all admissions and recruitment personnel of the institution are knowledgeable with regard to Section 504 requirements, the information contained in (6) through (19) above, and the prohibition against counseling students toward more restrictive courses of study or careers.

*The staff members of the Office of the University Registrar, which includes all admissions personnel, receive periodic in-service training by Assistant Dean Ken Osfield, from the Office of Student Services.

22. Describe the steps that will be taken to make certain that all applicants, including those with sight or hearing impairments, are notified of the institution's policies and practices regarding nondiscrimination in admissions and recruitment (and regarding specific

accommodations that will be made). Include steps that will be taken to ensure that all catalogs, handbooks, forms, and communications used in admissions and recruitment accurately reflect the policies and practices of nondiscrimination based on handicap, include the institution's statement of nondiscrimination, and are available to and usable by all prospective students, including those with sight and hearing impairments.

*The following compliance statement is printed on all brochures and materials, "The University of Florida is committed to nondiscrimination with respect to race, creed, religion, age, handicap, color, sex, marital status, national origin, political opinions or affiliations, or veteran status."

24. Discuss briefly the recruitment policies and practices of the institution, including specific steps in the recruitment processes.

*The University of Florida recruits by making individual high school visits, attending college fairs, and through direct mail campaigns. These functions are open to all prospective students and their families.

25. Discuss steps that will be taken to ensure an absence of discrimination in all recruitment policies and practices, including the selection of schools and sites for visitation, the accessibility of sites used for recruitment purposes, and the education with regard to Section 504 obligations of all persons who perform recruitment work in an official capacity on behalf of the institution. Discuss also what additional steps might be taken to inform others involved in the recruitment process (e.g., former students, friends of the institution) of the institution's commitment to nondiscrimination based on handicap in admissions.

*The Office of Admissions writes a letter of confirmation to each high school with which we schedule an individual visit. In this letter we state that the University of Florida is in compliance with Section 504 of the Rehabilitation Act and request that the site of the visit be accessible to all handicapped students.

30. Describe the general process that will be employed for rescheduling classes to make certain that all courses are available on request to students with mobility impairments.

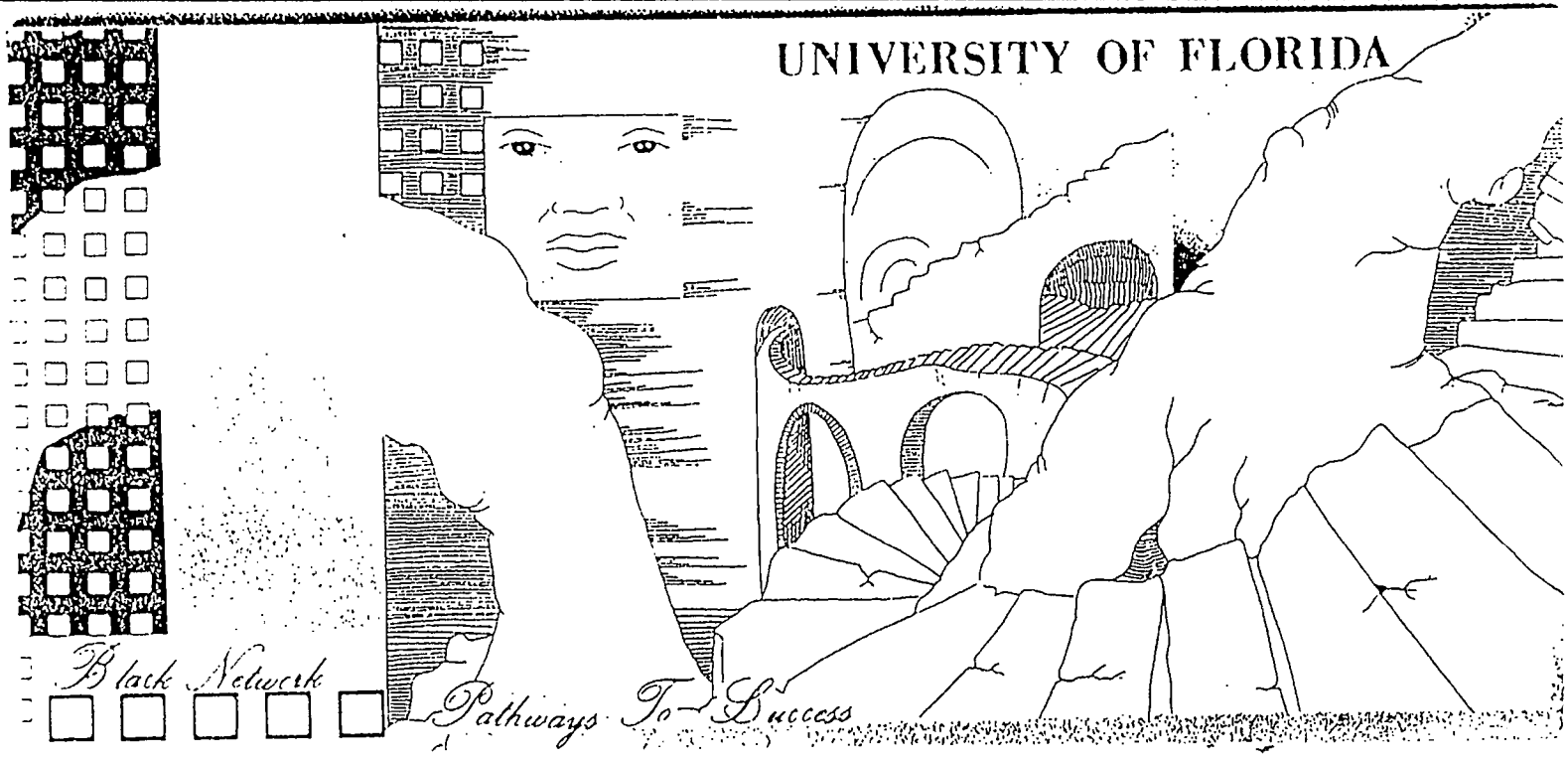
*Upon request by the Office for Student Services and/or a disabled student, it is Office of the University Registrar policy to make changes to classroom facilities (either physical or venue) to accommodate disabled students.

31. Describe steps that will be taken to ensure that no automatic or arbitrary scheduling or rescheduling process makes changes or special arrangements for any student with a disability who may not desire or require such treatment.

*The Office of the University Registrar moves classes only upon the request of the student or the Office for Student Services.

34. Describe the process of registering for courses and modifications in this process that may be necessary to ensure full participation for persons with disabilities. Include information related to registration facilities, forms, and scheduling, and the provision of auxiliary aids during registration?

* The Office of the University Registrar at the request of the Office for Student Services provides self-identified disabled students with the highest registration priority to assure that they receive their classes at the times and venues they request. At the student's request, the Office for Student Services will assist a student with registration. The physical facilities used for registration are accessible to disabled students.



ADMISSIONS

[illegible] is important as where it ends. When it comes [illegible] University of Florida, the UF Family wants [illegible] experience is productive and trouble-free as possible.

[illegible] of Florida does not discriminate on the basis of sex, race, [illegible] background. Handicapping conditions do not prevent [illegible] to programs.

[illegible] to a challenging future. Apply to the University of [illegible]

Freshmen

[illegible] Admission. For consideration, a student must meet the [illegible] requirements

[illegible] graduation from accredited secondary school or equivalent (G.E.D.)

[illegible] college preparatory courses. The following [illegible] units is required:

[illegible] (substantial writing requirements)	4
[illegible]	2
[illegible]	3
[illegible]	3
[illegible]	3
[illegible]	3

[illegible] University of Florida ar[illegible]

4. A total score of at least 840 on the Scholastic Aptitude Test (SAT) with a minimum verbal score of 340, a minimum quantitative score of 400, and a minimum score of 31 on the Test of Standard Written English (TSWE). On the American College Testing Program(E-ACT), a composite score of 19 is required with a minimum of 16 on the English subsection, a minimum of 16 on the math subsection, and a minimum of 16 on the reading subsection.
5. State University System Freshman Eligibility Index

Academic GPA	ACT Composite	Enhanced* ACT Composite	SAT Total
3.0	17	19	840
2.9	18	20	860
2.8	18	20	870
2.7	18	20	880
2.6	19	21	890
2.5	19	21	900
2.4	20	21	930
2.3	21	22	960
2.2	22	23	990
2.1	23	24	1020
2.0	24	25	1050

*Enhanced ACT effective 10 Sep[illegible]

UNIVERSITY OF
FLORIDA

CAREER RESOURCE CENTER

G-1 J. Wayne Reitz Union
Gainesville, FL 32611-2042
(904) 392-1601 • FAX 392-3810

October 23, 1992

MEMORANDUM

TO: Mr. Kenneth Osfield
Office for Student Services
P202 Peabody Hall
CAMPUS

FROM: Vince Carnes, Associate Director for Administration
Carol J. Kem, Assistant Director for Special Programs

SUBJECT: Americans With Disabilities Act Self-Evaluation — Career Couseling Questions (Your Memo of August 18, 1992, Same Subject)

In response to the questions and areas of concern posed by your memorandum referenced above, we provide the following information from the perspective of the Career Resource Center (CRC). Responses are keyed by number to the questions contained in the referenced memorandum.

Question 1: By way of background, please be advised that the Career Resource Center is a tenant organization within the J. Wayne Reitz Union and is somewhat restricted in the degree to which changes may be made to the physical facilities we occupy. This applies to both staff offices and the spaces within the Reitz Union that we use to conduct such CRC-related activities as on-campus corporate interviews, special career day events, seminars, forums, etc. However, over the past several years, completely independent of any requirements levied by Section 504 of the Rehabilitation Act of 1973 or the newer Americans With Disabilities Act (ACT), we have re-arranged much of our furniture and fixtures and paid for the moving of doorways and sills to enhance accessibility, particular to our library area. When our new interview annex was designed in late 1989 and constructed in 1990, accomodations for the disabled were incorporated into the design, providing wheelchair access in and out of the facility itself and most of the individual cubicles.

There are, however several areas that have not been modified and, at the present time, some defy an easy solution to the access problem. They are as follows:

- Access to the audio-visual room (B1D) in our basement area is restricted because of a narrow doorway. The door jamb is 31 inches (still less than the 32 inches called for in Para. 4.2.2 of the ADA Handbook), but is further restricted to 29 inches because of the way the 2 inch thick door swings against the wall. This room houses our videocassette players, the CHOICES career-exploration computer, NERDC terminals on which students may register/update with the Center, and several job search computers. Depending upon the make and model, many wheelchairs can fit through the door and have done so in the past.

Once inside the A-V room, there are no "choke points" of less than 32 inches, although there is no 60 inch diameter turning circle specified in ADA Handbook Para. 4.2.3 (although the wheelchair-bound customer could easily re-trace his/her path by backing out of the space).

- Access to one of our professional counselors, located in basement room B1C, is restricted somewhat by the size and angle of the outer area doorway (to room B1B), the location a bookshelf outside B1B, and of two printers adjoining the doorway inside that room. Free clearance is on the order of 29 inches, printer to door jamb. However, students in wheelchairs have been able to move through in the past, dependent upon the design and size of the wheelchair. The counselor is very willing to relocate to another office to visit with a wheelchair-bound student, and this has been done in the past as well.

- The Career Resource Library is another acknowledged area of congestion. The facility has three rectangular tables along the centerline of the room with two round tables at each end. Basic total seating is 24. The room itself is approximately 14 feet wide, but at least two feet of that is lost due to bookshelves and protruding books. Clearance between the books and the rectangular tables averages 32 inches (with chairs unoccupied and tables properly centered in the room). However, most of the time the room is congested and it would admittedly be very difficult for a wheelchair-bound customer to reach most of the shelves. However, the library is staffed with a full-time librarian, a part-time student assistant librarian, part-time "career assistants" (who are volunteers working for the Career Education component of the Center), plus a small part-time staff of "Exceptional People Volunteers" (see attached advertisement) who are specifically designated to assist disabled customers in our library and audio-visual room. There is very little we can do to modify the library facilities to accommodate wheelchairs at any location other than at the round table closest to the library entrance; in fact, we have had many wheelchair-bound students in our library at that table, and assistance is provided to secure books from the shelves for them. The narrowest point entering the library is the 33 inch width of the electronic security device at the library's door. Signs have either already been posted, or additional signage provided, announcing that services for the disabled are available (but advanced notice may be required).

- The Center's on-campus interview process relies heavily on a "bid process" whereby students desiring job interviews with employers recruiting on campus must submit "bids" for these interviews by completing a bid sheet and depositing that sheet in a box located outside the doors to room B-1. In measuring the height of the slot in that bid box, we found that it is 59 inches from the floor, substantially higher than the maximum 48 inch forward reach height (ADA Handbook Para. 4.2.5) and somewhat higher than the 54 inch side reach height (ADA Handbook Para. 4.2.6) permitted. A work order has been placed to move the box down to a point where the slot is 48 inches from the floor.

- The sign-up boards for both the Career Mini-Courses offered by the Center and the interview results are too high for most wheelchair access, except near the bottom (and that is restricted by slots for literature beneath each of the boards). The same applies to most of the glass-enclosed bulletin boards maintained by the Center outside of room B-1, room G-1, and on the Union's first floor outside the snack bar. Items of particular interest to handicapped persons are placed low in the appropriate CRC bulletin boards, and at the bottom of each bulletin board we have attached small notices with appropriate disabled logos and the announcement that assistance can be provided if desired.

Question 2: The Center is heavily dependent upon computer applications, but most are not apparent to the average student or customer using the Center. Most of the CRC databases

are maintained on a mainframe at the Northeast Regional Data Center (NERDC), there is also an IBM System/36 mini-mainframe within the Center itself, as well as a Macintosh network. All of these systems are available to staff members as part of their duties. The CRC does, however, require that students engaging in on-campus interviewing through the Center enter their own data into the student database through any NERDC-interfaced terminal. The Center does not have special keyboards at the two NERDC terminals made available to students, although assistance (see paragraph on the CRC library in Question 1, above) is available for data entry. We have one other job search computer provided by a private vendor, and it too does not have a special keyboard, but assistance is available. Finally, in the near future the library will have a computerized card catalog, which will be made available to all students; for the visually impaired, the librarian or staff will provide them assistance. The computer terminals accessible by CRC customers are standard IBM PC type hardware, with either locally-developed software (no particular name) or vendor software (such as N.E.W.S. for job hunting).

Question 3: The Center relies on telephones principally for customer inquiries, interaction with employers, coordination throughout campus and with other institutions/organizations, informational/advisory calls to students (and others), etc. In short, most of the standard business uses of the telephone. However, the telephone is not the vital link to our activities that it would be to an answering service, consumer polling agency, or a company that relied on direct phone sales. Our customers can often visit the Center in person and conduct business in that manner. Given the nature of our contacts, it would not be cost-effective to secure the equipment necessary to dialogue with the visually impaired. However, new technology in TDD-type devices may, in the future, permit the CRC to purchase a portable unit that could be moved from phone to phone as the need arises. In the interim, and as a back-up during times the CRC is not open, the Center will make arrangements with the Florida Relay Service (FRS) in Miami to handle the relay of TDD-based calls to the Center.

Question 90: The Career Resource Center provides vocational (or career) counseling and placement services for University of Florida students. All professional staff provide both vocational counseling and placement services to students. However, the professional staff are assigned liaison responsibilities, such as to University colleges or by function. A "Special Programs" counselor is assigned liaison responsibility to "special populations," which includes students with disabilities. The current "Special Programs" counselor has both educational credentials and previous professional experience with college career counseling and placement services with people with disabilities. Students with disabilities have the option to see the "Special Programs" counselor or other CRC counselors. Additional assistance specifically for students with disabilities is available in our library each semester staffed by volunteers from the "Exceptional People" class. An written information handout is available in an easily accessible area at the entrance of the Career Resource Center regarding career planning and placement questions commonly asked by students with disabilities.

In addition to counseling, placement information for special populations is also made available in the Career Resource Center library. For those employers specifically trying to recruit disabled students or other special populations, information is included in a 3-volume set of notebooks, "Jobs Information Targeted for Minorities, Disabled and Internationals" and is located in the Immediate Job Openings section of the library.

The Career Resource Center is not assigned the responsibilities for personal, academic and guidance counseling. Involvement with counseling other than career- and placement-oriented is only minimal, if at all, and only as it relates to our primary responsibilities.

Question 91: The Career Resource Center is a member of the national College Placement Council, Inc., and abides by its ethical standards as written in the "Principles for Professional Conduct for Career Services and Employment Professionals." The first principle is

> *Career services professionals, without imposing personal values or biases, shall assist individuals in developing a career plan or making a career decision.*

Principle 6 includes the following:

> *Career services professionals shall maintain EEO compliance and follow affirmative action principles in career services activities in a manner that includes the following: . . . . c) Informing protected groups about employment opportunities, including those occupational areas where they are under-represented. d) Developing awareness of, and sensitivity to, cultural differences and the diversity of students, and providing responsive services. e) Providing referral services which do not exclude students based upon their protected class status; and f) Responding to complaints of EEO non-compliance, working to resolve such complaints with the recruiter or employing organization, and, if necessary, referring such complaints to the appropriate campus department or agency.*

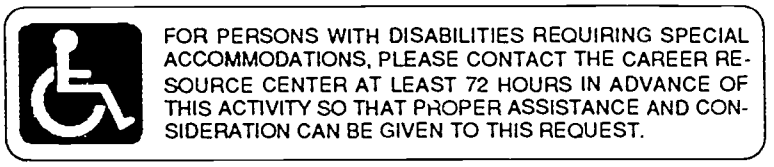
Question 92: In most cases, the Center relies on the J. Wayne Reitz Union to provide rooms and other accommodations in support of on-campus interviews, career mini-courses, career days, and other special events. To the best of our knowledge, all of these facilities are accessible to all persons with disabilities. The career mini-courses are, of course, oral presentations with associated visual aids. A visually-impaired student would probably learn much from the verbal portion of the presentation, and the handouts and other materials associated with these courses can easily be provided (as required) in an enlarged text format suitable for the visually disabled, whenever required. Other programs, seminars, forums, etc. are all accessible to the disabled, and special services (such as someone proficient in sign language to assist a deaf participant) can be made available given suitable notice of the need.

Question 93: The University of Florida has been conducting numerous workshops regarding section 504 and the ADA. The Coordinator of Programs and Services for Students with Disabilities (Office for Student Services) made a personal visit to the CRC and has advised the Director and key staff as to how this information impacts the University and specifically the Career Resource Center. In addition, it is planned that a representative from University Personnel Services Office will be training our professional staff at an early December staff meeting.

Concerning our outreach to other offices on campus, the Career Resource Center advertises on campus its services specically targeted to students with disabilities. These advertisements include flyers posted on campus and mailed to offices on campus, such as Student Affairs offices and Student Government offices. A liaison relationship is also being maintained with the student organization, the Student Council of the DisABLED.

Question 94: The Center routinely advertises its services, activities, special events, materials, and other programs through a variety of media including, but not limited to, the newspaper, special flyers, public service announcements on radio and television, printed brochures and booklets, and banners. Publications are produced on a recurring basis or to answer a specific need, while publicity for special events or programs is concentrated in the period just prior to the activity in question.

Although obviously not always specifically tailored for the disabled sector of the population, many of these items are or can be made available in alternate format. We have no control over those items published or broadcast over media outside the Center, but we can provide information to the disabled customer upon request. Beginning with advertisements for the Fall 1992 Career Expo, and for all events in the future, advertisements and/or materials published by the Center will carry one or both of the following caveats:



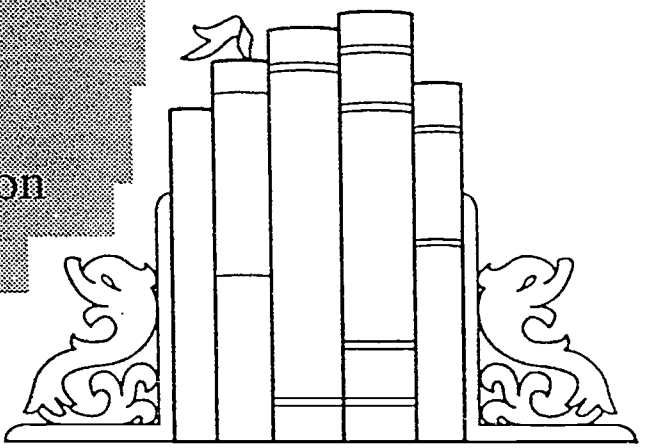
THIS PUBLICATION IS AVAILABLE IN ALTERNATE PRINT FORMAT FOR THE VISUALLY DISABLED

Question 95: (See Question 94, above)

Career Resource Center Services for Students with Disabilities

Come and learn about career info and job opportunities

Come visit the Career Resource Center
B-1 J. Wayne Reitz Union
or...
Contact Carol J. Kem at
(904) 392-1601 for information and assistance



In addition,
student volunteers from the "Exceptional People" class will assist students with disabilities in the CRC Library, B-1 of the J. Wayne Reitz Union, during Fall '92 at the following times

Tuesdays
3:00 - 4:00 pm

Thursdays
8:30 - 9:30 am

Fridays
1:00 - 3:00 pm

FOR PERSONS WITH DISABILITIES REQUIRING SPECIAL ACCOMMODATIONS, PLEASE CONTACT THE CAREER RESOURCE CENTER AT LEAST 72 HOURS IN ADVANCE SO THAT PROPER ASSISTANCE AND CONSIDERATION CAN BE GIVEN TO THE REQUEST.

BEST COPY AVAILABLE

How to Succeed at the Career Expo Cultural Diversity Reception

September 17, 1992
4:00-6:00pm
Reitz Union,
Arredondo Room

Top 4 Reasons Why You Should Go

1. Freshmen, Sophomores, Juniors, Seniors, and Grad Students: it is never too early or too late to start the job search process.
2. 80% of jobs are unadvertised. To get to them, you need to network.
3. If you are not graduating yet, come and learn about paid internship opportunities for the summer.
4. Sharpen your job-hunting skills for Career Expo in a low-pressure environment.

What To Say

Before the Reception

Research employers ahead of time.

Introduce Yourself

Give your name, major, and class.

Make small talk. Break the ice.

Have a nice trip to UF?

How are things with (company name)?

Ask them....

What majors do you want?

What are your hiring procedures?

What is the advancement potential in your company at this time?

Describe a typical career path for college grads you hire.

What Not To Say Or Do

Do not call the employer by his/her first name.

Do not mention any lawsuits against the company.

Do not give weak handshakes.

Do not stare but do make eye contact.

For Women

Balance a feminine appearance with professional style. A suit or a nice skirt and blouse are a good choice.

Be conservative in your dress.

Avoid chunky jewelry or the latest fashion. However, dress up your appearance with a nice scarf or tasteful jewelry.

Always wear stockings and polished pumps.

For Men

Dress conservatively. You can wear semi-casual or business attire. A nice shirt and a tie are fine. No jeans, please.

Keep facial hair to a minimum but well-trimmed and neat.

Conservative haircuts are best.

Make sure your nails are well manicured.

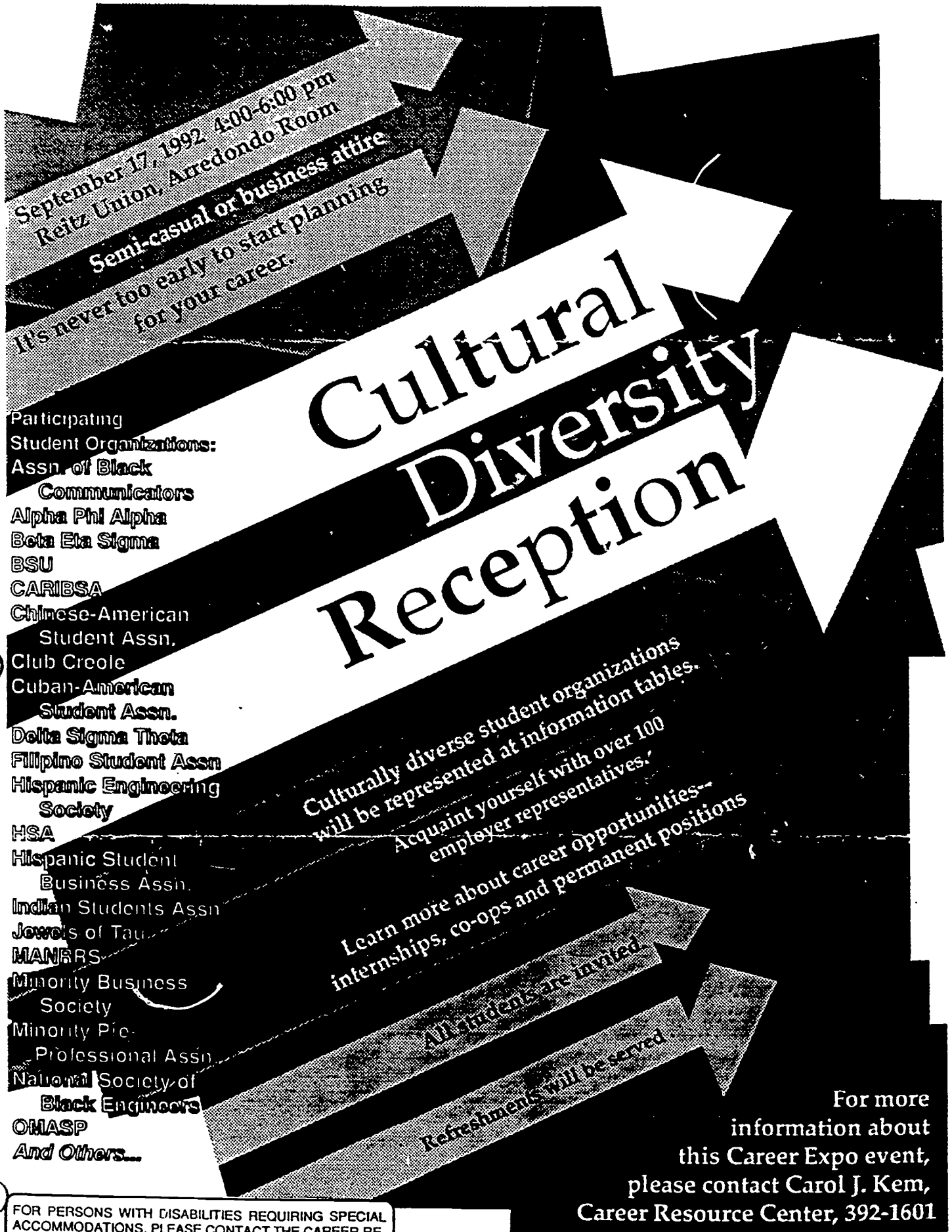
Stick to jewelry that is purely functional, like a nice watch.

Arrive On Time

The employers will. And they appreciate punctuality. The Reception starts at 4:00 p.m.

Sponsored by the Career Resource Center, 392-1601

BEST COPY AVAILABLE



FOR PERSONS WITH DISABILITIES REQUIRING SPECIAL ACCOMMODATIONS, PLEASE CONTACT THE CAREER RESOURCE CENTER AT LEAST 72 HOURS IN ADVANCE OF THIS ACTIVITY SO THAT PROPER ASSISTANCE AND CONSIDERATION CAN BE GIVEN TO THIS REQUEST.

ERIC

BEST COPY AVAILABLE

University of Florida

Counseling Center

904/392-1575
301 Peabody Hall
Gainesville, Florida 32611-2058

MEMORANDUM

TO: Kenneth Osfield

FROM: Barbara S. Probert, Ph.D.
Associate Director

RE: Americans with Disabilities Act Self-Evaluation
Counseling Questions

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

The Counseling Center, located at 301 Peabody, includes a waiting room, counseling offices and group rooms on the third and fourth floors of Peabody Hall. The Counseling Center program, when viewed in its entirety, is assessable. The building has recently been renovated and modernized taking students with disabilities into consideration. In the event that an individual office is temporarily blocked by furniture, an alternate counseling office can easily be substituted. Although the Center's entrance is on the third floor with a stairway to the fourth floor, arrangements have been made for special wheelchair access from the fourth floor elevator to group rooms and peer counseling facilities.

2) If you use any computer equipment in your programs, services or activities, what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

The Counseling Center Peer Counselor services include a computer guidance system (DISCOVER). Special entrance to the Peer Counselor facilities on the fourth floor can be arranged for wheelchair elevator access. Special arrangements can also be made for a peer counselor to be present to assist students with visual disabilities in the use of DISCOVER.

Services Accredited by the International Association of Counseling Services
Internship in Psychology accredited by the American Psychological Association
Equal Opportunity/Affirmative Action Employer

(3) If you use telephones in your program, activities or services describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

The Florida Relay Service can be used for phone communication with hearing impaired students. Staff may contact a hearing impaired person who has a TDD, by calling 1-800-955-8770 VOICE to reach the FRS. Staff are instructed (1) to tell the Communication Assistant the name and phone number of the student, (2) after being connected, to speak in the first person, directly to the caller, and (3) to avoid loud noises or conversations in the background. All conversation will be transcribed by FRS. There is no charge for local calls. There is no limitation as to length of call, number of calls, or time of call.

At the next printing Counseling Center publications which list our telephone number will also have "For persons with hearing impairments, please call the Florida Relay Service at 1-800-955-8771 TDD to request 392-1575."

Ken Osfield, Assistant Dean, Disabled Student Affairs, also has TDDs which may be borrowed.

Hank Reidelberger in Ken Osfield's office serves as an interpreter for the hearing impaired. He is available for individual and group counseling. Special confidentiality release statements will be available at the front desk.

(90) List and briefly describe any programs of personal counseling, academic counseling, vocational counseling, guidance counseling, or placement services that the institution provides to its students.

Individual, couples, and group counseling are available to help students with personal, academic and career concerns.

(91) For each program or service listed in (90), and based on a review of the policies and practices that govern each program or service, discuss either (A) how the program or service is free from discrimination based on handicap; or (B) steps that will be taken to ensure nondiscrimination in the future.

Policy Statement The Counseling Center policy statement presently does not include disability but will do so in the next printing. Until that time, the Center advertises as an Equal Opportunity/Affirmative Action Institution. We are working under the policy that we do not discriminate on the basis of disability. When requests arise for difficult situations regarding disabilities, we will try to respond to the best of our ability.

(See also 1, 2, 3 and 95)

(92) Describe briefly the facilities that are used in providing the programs or services listed in (90) above, and discuss steps that may be necessary to ensure full participation in such programs and services by persons with disabilities. Make certain that specific modifications required to achieve accessibility are incorporated in the Transition Plan.

(See 1, 2, and 3 above)

(93)Discuss steps that will be taken to inform counseling, guidance and placement personnel (and all other persons in a position to counsel students) of the institution's commitment to section 504 and ADA, of the specific prohibitions against discrimination contained in section 504 and ADA, and of the prohibition against counseling students with disabilities toward restrictive careers. List those classes of persons (in addition to professionals in counseling, guidance, or placement) who will receive such information, including faculty members, residence halls supervisors, and so forth.

Ken Osfield, Assistant Dean, Disabled Student Affairs, will be invited to a Spring Semester Staff Meeting to discuss the Americans with Disabilities Act. Support staff will be invited to attend the meeting. Mrs. Wynema Beard, Office Manager, will train all staff who work at the front desk and answer the telephones. In addition, Dr. Nancy Coleman will discuss the ADA with the peer counselors. Copies of this document will be made available to all staff members.

(94) Discuss steps that will be taken to ensure that all students (including those with sight and hearing disabilities) are informed periodically of the institutions's counseling, guidance, and placement services.

For students with visual disabilities, Counseling Center services are described on NEXUS/COUNSELINE, No. 601, The Counseling Center: What Is It? and No. 600, Peer Counseling. Other students are also informed by way of advertisements and notices in the student newspapers and by flyers.

(95) Does your office produce printed material? If yes, discuss steps that will be taken to ensure that all students with visual impairments will have equal access to all printed materials.

The Counseling Center will provide one-to-one assistance for students with visual disabilities for any program or service, including filling out counseling application forms.

Publications

At the next printing, all Counseling Center publications should include the following: "Any student requiring special accommodation as a result of a disability should contact the Center 72 hours prior to an upcoming appointment or program." "This document is available in alternate formats upon request." "For persons with hearing impairments, please call the Florida Relay Service at 1-800-955-8771 TDD to request 392-1575."

For students with visual impairments documents can be available on audio cassette. The text of the document can also be stored on computer, 18 font.

Americans with Disabilities Act
Self-Evaluation
University of Florida
Office for Student Financial Affairs
October 1992

Q(3). If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

A. Currently, the Office for Student Financial Affairs (SFA) does not offer TDD service directly through its office telephone lines; however, purchase for such equipment is underway and should be installed by early 1993. In the interim, hearing impaired students can communicate with SFA personnel through the Florida relay system or by calling the Office for Student Services and requesting assistance. If a student calls the Office for Student Services' TDD service, an SFA staff member would go to that office to take the call and assist the caller.

Q(72). List and discuss briefly the various forms of financial assistance that the institution provides (or assists others to provide) to students at both the undergraduate and graduate levels.

A. The University of Florida's Office for Student Financial Affairs participates in all Title IV federal aid programs (Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study Program, Federal Perkins Loan, Federal Family Education Loan Programs). In addition, UF also participates in all state financial aid programs, the largest of which are the Florida Student Assistance Grant and the Florida Undergraduate Scholars Program. Institutional financial aid programs administered by SFA include: the Turner Grant, Lottery Trust Grant, Student Aid For Education (SAFE) Loan, University of Florida Long and Short Term Loan programs, OPS employment, and a limited number of institutional need-based scholarships. A complete list of programs is included in the Gator Aid Handbook, which is attached to this report. Additional aid, primarily merit scholarships, fee waivers and fellowships/assistantships (at the graduate level), are administered by the individual colleges and the Office of Admissions. Selection of recipients for these awards is made by the colleges. SFA coordinates disbursement to ensure compliance with federal and state regulations. In addition, the colleges of medicine, dentistry and veterinary medicine administer the federal Health Professions Loan and scholarship programs. Again, SFA acts as the coordinator for disbursement. SFA also coordinates disbursement of private scholarships and loans, known as donor-aid or custodial aid, if the checks are sent to UF.

Q(73). For each form of financial aid listed in (72), discuss either (A) how no discrimination based on handicap exists in the form of aid; or (B) steps that will be taken to ensure that no discrimination will exist in the future.

A. No discrimination exists in the selection of recipients for the aid programs directly administered by SFA, because the awarding process is automated using criteria established by the federal or state governments. There is no identification of a handicap in any of these criteria. In addition, all federal and SFA-administered aid programs permit the institution to waive full-time enrollment for students who are unable to take a full-time load. If, as the result of a handicap, a student incurs educational or directly-related living expenses in excess of those of a normal student, SFA has the authority to increase financial aid to cover those costs, if they are not already covered by another agency, such as the Division of Blind Services or Vocational Rehabilitation. A few programs require full-time attendance, but these programs represent a very small proportion of total funds and do not have an overall effect of discrimination against students with disabilities.

Most state aid programs currently require full-time attendance (12 credit hours or more) and the University does not have the authority to waive that requirement. It is our understanding, however, that state legislation is being proposed that would permit a waiver of this requirement for students with disabilities.

It is the policy of Student Financial Affairs not to enter into any contracts, trusts or agreements with any individual or entity that would discriminate based on gender, race, religion, national origin or handicap. All such contracts are reviewed by the University's general counsel to ensure that the contracts are free of such clauses.

Outside scholarships and student employment programs are discussed later in this report.

Q(74). Does the institution administer or assist in the administration of scholarships, fellowships or other forms of financial assistance established under wills, trusts, bequests, or similar legal instruments that require awards to be made on the basis of factors that discriminate or have the effect of discriminating on the basis of handicap? Yes_____ No_____

If yes, describe steps that will be taken to ensure that the "overall effect" of the award of such financial assistance is not discriminatory on the basis of handicap.

A. The Office for Student Financial Affairs does not administer or assist in the administration of any assistance established under wills, trusts, bequests, etc. that would result in discrimination based on handicap except for programs requiring full-time attendance. As indicated in the response to (72), these are very small programs with no overall effect of discrimination.

SFA does not have detailed information on the programs administered in each individual college but plans to inform the colleges of ADA requirements and request that they review their programs accordingly.

Q(75). Discuss steps that will be taken to ensure that all policies, practices, application materials, forms and other documents or information related to financial aid are free from discrimination based on handicap and include the institution's statement of commitment to section 504 and ADA. Describe also assistance that may be provided to students with disabilities applying for financial aid, as may be required in individual circumstances.

A. All publications, policies and practices are reviewed and updated at least once annually. Beginning with our review for the 1993-94 year (December 1992 through April 1993), this evaluation will include a review for possible discrimination based on handicap, and corrective measures will be implemented as necessary. In addition, all publications and other form of information dissemination will include an advisory that the information is available in an alternate medium, such as a large print version of publications, or that support services, (a sign language interpreter, or an amanuensis, etc.) will be made available upon request. All publications already include a statement that applications are reviewed without regard to physical handicap. Personal assistance by a financial aid counselor will be provided upon request, in the event a student needs additional assistance to complete the forms, understand the process, has unusual circumstances or wishes to request a change in cost of attendance or family contribution as the result of a handicap.

The Office for Student Financial Affairs also publishes a brochure that describes support services for students with disabilities and special financial aid programs that are available to these students.

Q(76). Discuss all facilities (e.g. financial aid office) that are used in the process of providing financial aid to students, and any modifications in such facilities that may be required to ensure that handicapped students are not limited in their financial assistance opportunities. Make certain that specific modifications required to achieve accessibility are incorporated in the Transition Plan.

A. The facilities that house SFA are handicapped-accessible with automatic doors entering the building and a ramp into the main office in Criser Hall. The main reception/counseling areas in Criser Hall have workstations that accommodate students in a standing position but could be considered daunting or inconvenient for students in wheelchairs. Consideration is being given to reducing the height of one work station so that it can accommodate these individuals in a more appropriate manner. Currently, students in wheelchairs who find the high workstations a deterrent can request an interview in a counselor's office with business conducted across a traditional desk. Counselors are advised to take a pro-active role in asking these students if they would be more comfortable moving from the reception stations to an office setting. If there is a line of students waiting for service and no additional counselors available, a special appointment for the interview may be necessary. Entry doors into the administrative area and the counseling section in Peabody are not automatic and require the ability to turn a door knob and pull the door open. In the event a student needs assistance with this task, he/she can request assistance from a front desk counselor in the main office and such assistance will be provided. Staff is also reminded of the need to keep hallways and doorways clear of boxes and other obstructions.

Also, as indicated earlier, a TDD service is being ordered to provide access to telephone assistance for students who are hearing impaired. SFA is also investigating the possibility of putting all publications in an electronic library available to students with computer access so that sight impaired students with a computer and an audio translation attachment can have access to publications.

Q(77). Discuss the methods by which financial assistance and employment assistance programs are communicated to students (and applicants), and steps that will be taken to ensure that all students (including those with sight or hearing impairments) have equal opportunities in the competition for financial and employment assistance. Consider communications related to application deadlines.

A. During the application period each year (January through April), SFA publicizes the availability of applications and financial aid services through public service announcements on radio and television; the campus television channel for students in residence halls; flyers around campus and in all residence hall mailboxes; and articles in local area newspapers. In addition, SFA offers a series of workshops in January and February to help students understand the application process. Hearing impaired students have access to this information by means of the printed flyers and newspaper articles. A sign language interpreter will be provided at the workshops upon request. Visually impaired students have access to this information via the public service announcements on television and radio, the NEXUS telephone system and by individual telephone call to a financial aid counselor. Physically impaired students can also receive the information through the media described above. Every effort is made to offer the workshops in various sites around campus to minimize the inconvenience and ensure that the sites are handicapped-accessible. Evaluation of a financial aid application and eligibility for aid is made without regard to a student's handicapped status. Information about handicapped status is not requested on the application, nor is it coded into the computer, so neither automated or manual awards could be biased in this regard.

As indicated earlier, there are provisions for possible additional assistance for expenses related to a handicap, if requested by the individual.

Federal work study awards, as with other aid, are offered without regard to handicapped status. OPS work permits are provided to all eligible students (minimum of six credit hours, a 2.0 GPA and no negative impact on other sources of aid), again, without regard to handicapped status.

Q(79). Describe the facilities that are used in the process through which the institution assists in making employment opportunities available to its students. Discuss any steps that may be required to ensure that all students have equal access to such employment opportunities without regard to handicap. Make certain that specific modification required to achieve accessibility are incorporated in the Transition Plan.

A. The Student Employment section is housed in the main financial aid office in Criser Hall which is accessible to handicapped students as indicated in question 77. All eligible students are considered for the Federal Work Study Program without regard to handicap upon completion of a financial aid application packet. OPS employment is available upon request as indicated in Question 77. Notice of an employment award is mailed to the student. Prior to the beginning of each Fall

Q(82). All steps to be taken as a result of requirements related to financial and employment assistance should be the subject of individual Summary Report Forms. This is recommended unless a procedure more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance, and monitoring activities.

Discuss the procedure to be followed and the schedule for developing Summary Report Forms for all steps to be taken and actions required as a result of this section on "Financial and Employment Assistance."

A. SFA's Quality Assurance Coordinator will be designated as the individual responsible to ensuring compliance with the requirements of 504 and ADA as outlined in our responses to the questions on this Self-Study. This individual will be asked to review and modify as necessary all written policies and procedures, ensure the updating and modification, as necessary, of all publications and practices (whether written or not). (S)he will be asked to keep a written file of the dates of review, modifications necessary and the date the modifications were made. In addition, (s)he will be designated as the individual responsible for investigating any complaints about discrimination based on handicap on the part of SFA or agencies with whom the office is directly involved and will arrange for periodic training sessions for staff regarding 504 and ADA regulations.

term, a listing of all available jobs and the contact persons is also mailed to the student. Updated listings are posted on bulletin boards outside of Criser Hall and other areas around campus. If a student needs special assistance in job placement, student employment personnel will work directly with the student and possible employers upon request.

Q(80). Discuss the steps that must be taken to ensure that all principles of nondiscrimination in employment are applied to student employees as well.

A. Since students individually interview with the employer for placement, it is possible that a hiring department could intentionally or inadvertently discriminate against an applicant. However, the next update of our *Student Employment Supervisors Handbook*, our training workshops for supervisors and our off-campus CWSP contracts will all include material relating to employment requirements under 504 and ADA. Further, all departments should have had at least one representative in attendance in the ADA workshops provided by the Division of Human Resources. Provisions outlined in those workshops apply to student employment as well as staff and faculty employment. If a complaint is received by SFA regarding possible discrimination in the student employment programs, it will be investigated and if found to be valid will be handled as outlined in law and could result in the loss of CWSP eligibility.

Q(81). Make certain that "outside" organizations or persons providing financial aid or employment opportunities to students with the assistance of the institution do not discriminate on the basis of disability.

A. The Office for Student Financial Affairs has no evidence that discrimination based on handicap exists in other college-administered or private scholarships. In both instances the level of total funds disbursed are relatively small so that even if some level of discrimination occurs, it would not have an overall effect on accessibility of aid for students with a handicap. Nevertheless, SFA plans to mail a "Deans, Directors and Department Chairs" letter in early 1993 reminding them of the requirements and the need for compliance with ADA. In regard to private assistance, the university is merely a disbursing agent and is not involved in the application process, eligibility criteria or selection process for this awards.

The Office for Student Financial Affairs does not actively work with employers outside of the University to provide employment opportunities to UF students. As a service to students, however, the Student Employment office does post job notices on campus employment bulletin boards. No effort is made to determine the nature of the employment, rate of pay, job requirements or evidence of discrimination/non-discrimination.

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pursue a full-time, post-secondary course of training or study. Scholarships are awarded on the basis of academic excellence, service to the community and financial need. Application period: July 1 through March 31 of award year.

1. Ezra Davis Memorial Scholarship: $10,000 scholarships for undergraduate or graduate student in any field of study.
2. National Federation of the Blind Merit Scholarships: nineteen $2,000-$4,000 awards to graduates/undergraduates.
3. Howard Brown Rickard Scholarship: $2,500 scholarship for graduate or undergraduate student studying law, medicine, engineering, architecture or the natural sciences.
4. Hermione Grant Calhoun Scholarships: $2,000 awards for a blind female students at undergraduate or graduate level.
5. Frank Horn Memorial Scholarship, $2,500 award; no restriction as to gender, graduate or undergraduate level, or field of study, preference to architecture/engineering students
6. Melva T. Owen Memorial Scholarships: $1,800 awards for undergraduates in any field "directed towards attaining financial independence, and shall exclude religion and those seeking only to further their general or cultural education."
7. Francis Urbanek Memorial Scholarship: $2,000 awards; to blind high school graduates entering their first year of college
8. Ellen Setterfield Memorial Scholarship: $2,000 awards for graduate students in the social sciences.

Rita McTigue O'Connell Scholarship Fund, Office for Student Services, Programs and Services for Disabled Students, 129 Tigert Hall, University of Florida, Gainesville, FL 32611 This fund is endowed with gifts from Stephen C. O'Connell in loving memory of his wife. The fund provides up to $1,000 for a successful UF female student with a physical or mental handicap who exhibits perseverance and spirit which influences others. Application deadline February 15

Recording for the Blind Scholastic Achievement Awards, the Anne T. Macdonald Center, 20 Rostel Road, Princeton, NJ 08540, (609) 452-0606 Scholastic achievement awards of $200 $2,000 for outstanding blind college seniors Applicants must be legally blind, graduating or have graduated from an accredited four-year United States college or university in the year the award is given, have an overall academic average of at least 3.0 on a 4.0 scale, and be a registered Recording for the Blind borrower Applications are available in November; awards are made in May Write for

Stokoe Scholarship, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, MD 20910, (301) 587-1788 V/TDD. A $1,000 scholarship is awarded to a deaf student pursuing part- or full-time graduate studies in a field related to sign language or the deaf community, or who is developing a special project on one of these topics. Application deadline: March 15.

Twitty, Milsap, Sterban Foundation, P. O. Box 43517, Detroit, MI 48243. The Foundation awards scholarships of various amounts to blind and visually impaired college and graduate students in all fields of study in accredited colleges or graduate programs. Application period: June 1 to September 1.

APPLICATION CHECKLIST

1. **APPLY EARLY.** Pick up a Gator Aid application packet in early January, either from the UF Office for Student Financial Affairs or a high school guidance office or community college financial aid office. Fill out the UF *Application for Financial Aid* and return it to Student Financial Affairs. Carefully complete the *need analysis form*, following all instructions, and mail it to the processor as soon as possible after January 1.
2. **APPLY FOR STATE PROGRAMS** as soon as possible after January 1. Check with the Office of Student Financial Assistance in Tallahassee for information and forms.
3. **DON'T ESTIMATE.** Don't estimate financial figures unless absolutely necessary. Complete your 1989 income tax returns FIRST; then take figures directly from your IRS forms.
4. **USE YOUR CORRECT SOCIAL SECURITY NUMBER.** Your social security number is the main identifier of your records
5. **KEEP A FINANCIAL AID FILE.** Make photocopies of all application forms before you mail them Keep and date financial aid correspondence sent to you

FINANCIAL AID APPLICATIONS AT THE UNIVERSITY OF FLORIDA ARE REVIEWED WITHOUT REGARD TO RACE, SEX, RELIGION, CREED, NATIONAL ORIGIN, MARITAL STATUS, OR PHYSICAL HANDICAP.

We Can Help . . .

For more information on student aid at the University of Florida, call or write to:

University of Florida
Office for Student Financial Affairs
Anderson Hall
Gainesville, FL 32611
(904) 392-1275

Parents or students who plan to visit from out of town may wish to call ahead for an appointment to speak with a counselor.

Dates to Keep in Mind

January 1, 1990	Apply Now for 1990-91 Student Aid
April 15, 1990	FSAG Application Deadline. CSS must receive your Financial Aid Form (FAF) by this date.
April 16, 1990	"On-time" Application Deadline. for 1990-91 aid. UF must receive your FAF analysis from CSS by this date.
May 18, 1990	Last Day to Apply on Time for Fall 1990 Stafford Loan

Financial Aid Addresses/ Phone Numbers

Office of Student Financial Assistance
Florida Education Center
Room 1344
325 West Gaines Street
Tallahassee, FL
(904) 488-6181

American College Testing Service (ACT)
P. O. Box 4006
Iowa City, IA 52243
(319) 337-1040

College Scholarship Service
P.O. Box 6300
Princeton, NJ 08541
1-800-772-3537

Federal Public Inquiry Contractor
Federal student aid questions
1-800-333-INFO

Questions about filling out FAFs, Application status
(301) 722-9200

This publication was produced at an annual cost of $238.00 or $.09 per copy to provide information about financial aid programs at the University of Florida to currently enrolled and prospective students and their parents

University of Florida
Office for Student Financial Affairs
Anderson Hall
Gainesville, FL 32611
(904) 392-1275

University of Florida

Financial Aid for Student with Disabilities

Office for Student Financial Affairs

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OFFICE FOR STUDENT FINANCIAL AFFAIRS: GENERAL AID

The Office for Student Financial Affairs in Anderson Hall coordinates or administers most student aid programs at the University of Florida, including: Pell Grants, Florida Student Assistance Grants, Stafford Student Loans, Perkins Loans, Supplemental Educational Opportunity Grants, College Work-Study, Supplemental Loans for Students, Parent' Loans for Undergraduate Students, and various institutional aid programs and custodial scholarships. Applications for most of these programs and instructions on how to apply for aid are available in January each year in the UF Gator Aid application packet.

Gator Aid packets can be obtained from Anderson Hall and from most high school counseling offices and community college financial aid offices. Students should apply for aid as soon as possible after January 1. Student Financial Affairs office hours are 9:30 to 4:00 daily for student counseling. The switchboard — (904) 392-1275 — is open from 8:00 a.m. to 4:30 p.m.

Other sources of financial aid on campus are: the Admissions Office (academic achievement scholarships such as National Merit Scholarships, primarily for incoming freshmen and transfer students); individual University colleges and departments, and the Graduate School. Student assistance is also available from civic, corporate and private organizations. Books with comprehensive lists of such aid are available at libraries and bookstores.

Special Telephone Access

Anderson Hall is not accessible to students with mobile disabilities. A telephone for use by students unable to use stairs to enter the building is located at the foot of the stairs outside the main entrance of Anderson Hall, on the south side of the building. The telephone may be used from 8:00 a.m. to 4:30 p.m. During the spring semester of 1991, Student Financial Affairs will move to a new building that is accessible.

GRADUATE AID

Most graduate students, regardless of disability, pay for their studies with scholarships, part-time employment, loans, savings, assistantships and family contributions. Graduate students should apply for assistance through Student Financial Affairs, the Graduate School, and University colleges and departments. Also, see *Outside Scholarships*.

COORDINATION WITH THE OFFICE FOR STUDENT SERVICES

The Office for Student Services in Tigert Hall and the Office for Student Financial Affairs work together to assist disabled students. Students should contact the Office for Student Services, (904) 392-1261, to discuss financial aid issues. On request, the Office for Student Services will arrange a special appointment with a financial aid counselor.

Disability-Related Expenses

Disabled students frequently have expenses not incurred by other students and, when applying for financial aid through Student Financial Affairs, may qualify for an increase in their educational budget. Costs of special equipment, fees for services such as readers, notetakers, or personal care attendants, and medical costs related to the disability are all considered disability-related expenses. The Office for Student Services helps determine disability-related expenses. When they have been identified, students should submit a *Revision Petition Form* to Student Financial Affairs in Anderson Hall.

Special Equipment

The Office for Student Services has several items that can be loaned to disabled students while personal items are being repaired, or when the need is temporary and does not warrant the purchase of equipment.

NEXUS TAPES

Student Financial Affairs participates in the NEXUS Tapes, a telephone tape series which provides students an easy way to get information about on-campus services. To use NEXUS, call 392-1683 and ask for the tape you wish to hear.

- 402-A Applying for Financial Aid
- 402-B Loans
- 402-C Guaranteed Student Loans
- 402-D Student Budgets
- 402-E Aid for Graduate Students
- 402-F Student Employment
- 402-G Grants
- 402-H Scholarships
- 402-I Student Loans and Debt Management
- 402-J Financial Aid Telephone Numbers
- 402-K Financial Aid Disbursement
- 402-L General Information Update
- 402-M Financial Aid for Students with Disabilities

SUPPORT AGENCIES

Physically Limited University Students (PLUS), 392-1261. Probably the most valuable resource to a new student is the network of students already on campus. Students with similar experiences and needs are most likely to have helpful, low-cost solutions to problems students frequently experience. PLUS meets regularly to promote awareness of problems of disabled students and to help solve these problems.

Division of Blind Services, 417 SW 8th St. 32601, (904) 336-2075. The Division assists individuals who have serious eye conditions and offers financial aid, vocational counseling, reader services and other services, depending on need. Students should contact the agency in their home town to find out if they are eligible.

Vocational Rehabilitation Agency (VR), 825 N.W. 23rd Avenue, Building 3, Gainesville, FL 32609 (904) 336-3200. The primary function of this state agency is the realistic and permanent vocational adjustment of the disabled individual. VR provides eligible students with tuition expenses, technological aids, and vocational counseling. To be eligible a student must be determined by a VR counselor to have a disability that is a handicap to employment. Counselors may look closely at a student's educational plans in terms of job potential. For more information, students should contact the VR office in their community.

The Briarwood Center for Independent Living, 1023 S.E. 4th Avenue, FL 32601, (904) 378-7474. The Center provides homemaking services, an escort service, and counseling services with the goal of helping physically disabled persons live as independently and productively as possible. Office hours are 8:00 to 5:00, Monday through Friday.

Social Security Administration. *Supplemental Security Income (SSI)* is a federal program that provides financial assistance to blind and disabled individuals with little income. The *Social Security Disability Insurance (SSDI)* program allows workers and eligible dependents to receive cash benefits due to a period of disability. For information on SSI or SSDI contact your local Social Security Administration Office.

OUTSIDE SCHOLARSHIPS

Various private individuals and organizations provide scholarships to students with special backgrounds. Students can check at bookstores and local libraries for comprehensive listings of scholarships. Some of these scholarships are:

The Alexander Graham Bell Association for the Deaf, Scholarship Awards Committee, 3417 Volta Place, NW, Washington, DC 20007. Several awards, $500 to $1,000 are made to oral deaf students who use speech and residual hearing and/or lipreading as their preferred form of communication. Applicants must have suffered hearing loss before acquiring language. Application deadline: April 15.

American Council of the Blind, 1010 Vermont Avenue, NW, Suite 1100, Washington, DC 20005, (202) 393-3666. For legally blind persons enrolled in or under consideration for admission to academic, vocational, technical or professional training programs at the post-secondary level for the 1990-91 school year. Must be U.S. citizens or resident aliens. Scholarships of $1,000 to $1,800. Application deadline: April 1, 1990.

American Foundation for the Blind, Inc., Scholarships, 15 West 16 Street, New York, NY 10011, (212) 620-2063. Ten grants and scholarships of $1,000-$3,000 are available for students who are blind or visually impaired. Application deadline: April 1.

Foundation for Science and the Handicapped, Inc., Student Grant Program, Co-Chairperson Rebecca F. Smith, 115 S. Brainerd Avenue, LaGrange, IL 60525, 11-(708) 352-1091. Several $1,000 awards are available for applicants who have a physical or sensory disability are graduate students or seniors accepted to a graduate school and are majoring in an area of science, mathematics, medicine, or engineering. Application deadline: October 31.

Stanley E. Jackson Scholarship Awards, Scholarship Committee, Foundation of Exceptional Children, 1920 Association Drive, Reston, VA 22091, (703) 620-3660. Four $1,000 awards are available to students enrolled in or anticipating full-time enrollment in post-secondary education or training. Awards include Scholarship Awards for Disabled Students, for Ethnic Minority Disabled Students, for Gifted/Talented Disabled Students, and for Ethnic Minority Gifted/Talented Disabled Students. Applicants must provide evidence of financial need and/or academic achievement. Application deadline: January 16.

National Federation of the Blind Scholarships, Grinnel State Bank Building, Second Floor, 814 Fourth Avenue, Grinnel, IA 50. The Federation offers scholarships to blind [illegible]



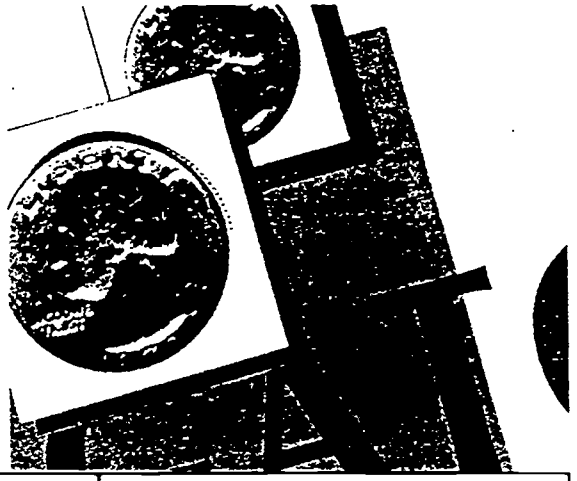
GATOR AID



SCHOLARSHIPS AND FINANCIAL AID

AVAILABLE AT THE UNIVERSITY OF FLORIDA

VII. Financial Aid for Students with Disabilities



This chapter describes services and programs available specifically for students with disabilities who need help paying for college. Students may also apply for general aid programs open to the entire student body through agencies such as the UF Office for Student Financial Affairs, the UF Admissions Office, the federal government, the state of Florida, UF colleges and departments, and private organizations. Information on resources available through these agencies is provided in other chapters in this handbook.

OFFICE FOR STUDENT FINANCIAL AFFAIRS

Student Financial Affairs (SFA) in S-107 Criser Hall offers financial aid packages that consist of scholarships, grants, loans and/or part-time employment to eligible students. SFA coordinates or administers most major student aid programs and a limited number of privately funded scholarships, and offers financial aid counseling to students. To apply for general aid available through SFA, follow the instructions in "How To Apply," in Chapter I.

Graduate Aid

Most graduate students, regardless of disability, pay for their education with scholarships, part-time employment, loans, savings, assistantships and family contributions. Graduate students should apply for assistance through Student Financial Affairs, the Graduate School in Grinter Hall, and University colleges and departments. See Graduate Aid, Chapter IX, for a list of general graduate aid.

COORDINATION WITH THE OFFICE FOR STUDENT SERVICES

The Office for Student Services in P-202 Peabody Hall and the Office for Student Financial Affairs in S-107 Criser Hall work together to assist disabled students. NOTE: CRISER HALL AND PEABODY HALL ARE BOTH HANDICAP-ACCESSIBLE BUILDINGS. Students should contact the Office for Student Services, (904) 392-1261, to discuss financial aid issues. On request, the Office for Student Services will arrange a special appointment with a financial aid counselor.

Disability-Related Expenses

Students with disabilities frequently have expenses not incurred by other students and, when applying for financial aid through Student Financial Affairs, may qualify for an increase in their educational budgets. Costs of special equipment, fees for special services such as readers, interpreters, notetakers, or personal care attendants, and medical costs related to the disability are all considered disability-related expenses. The Office for Student Services will help determine disability-related expenses. When these expenses have been identified, students should submit a *Revision Petition Form* to Student Financial Affairs in Criser Hall documenting any of these expenses not paid for or provided by another agency.

Special Equipment

The Office for Student Services has several items that can be loaned to students with disabilities while personal items are being repaired, or when the need is temporary and does not warrant the purchase of equipment.

NEXUS TAPES

The Office for Student Financial Affairs participates in the NEXUS Tapes, a telephone tape series that provides students with an easy way to get information about campus services. To use NEXUS, call 392-1683 and ask for one of the following tapes:

402-A Applying for Financial Aid
402-B Loans
402-C Guaranteed Student Loans
402-D Student Budgets
402-E Aid for Graduate Students
402-F Student Employment
402-G Grants
402-H Scholarships
402-I Student Loans & Debt Management
402-J Financial Aid Phone Numbers
402-K Financial Aid Disbursement
402-L General Information Update
402-M Financial Aid for Students with Disabilities

SUPPORT AGENCIES

Accessible Barrier-Free Legal Education (ABLE), UF College of Law, Holland Law Center, (904) 392-8835. Started in 1989, this organization is open to all students, but primarily consists of law students. Members work with UF administrators and other groups to help make the Law College a more accessible place for all students. If you have concerns or want to get involved, please call.

The Briarwood Center for Independent Living, 1023 SE 4th Avenue, FL 32601, (904) 378-7474 (V/TTY). The Center provides an escort service, homemaking services, and counseling services with the goal of helping physically disabled persons live as independently and productively as possible. Office hours: 8:00 to 5:00, Monday through Friday.

Disabled Student Affairs Cabinet, Student Government, University of Florida, 305 JWRU, (904) 392-1665. In 1990 student leaders saw a need to create a new cabinet level position to work on issues of disability. The cabinet director works closely with student services, ABLE, and the Student Council of the disABLED to promote programs and services that better inform the campus and community on the abilities of all persons. If you have concerns, program ideas or want to get involved, please call!

Division of Blind Services, 417 NW 8 Street, 32601, (904) 336-2075. The Division assists individuals who have serious eye conditions, offering financial and vocational counseling,

reader services, and other services, depending on need. To determine eligibility students should contact the agency in their home town.

Social Security Administration. *Supplemental Security Income (SSI)* is a federal program that provides financial assistance to blind and disabled individuals with low income. The *Social Security Disability Insurance (SSDI)* program allows workers and eligible dependents to receive monthly cash benefits during a period of disability. For information, contact your local Social Security Administration office.

Student Council of the disABLED (SCD), P-205 Peabody Hall, 392-1261. Probably the most valuable resource to a new student is the network of students already on campus. Students who have had similar experiences and needs are most likely to have practical advice and low-cost solutions to problems students frequently experience. SCD meets regularly to promote awareness of problems of students with disabilities and to assist in solving these problems.

Vocational Rehabilitation Agency (VR), 825 NW 23rd Avenue, Building 3, Gainesville, FL 32609, (904) 336-3200. The primary function of this state agency is the realistic and permanent vocational adjustment of the disabled individual. VR provides eligible students with tuition expenses, technological aids, and vocational counseling. To be eligible a student must be determined by a VR counselor to have a disability that is a handicap to employment. Counselors may look closely at a student's educational plans in terms of job potential. For information, students should contact the VR office in their community.

OUTSIDE SCHOLARSHIPS

Various private individuals and organizations provide scholarships to students with special backgrounds. Students can check at bookstores and local libraries for comprehensive listings of scholarships. Some of these scholarships are:

The Alexander Graham Bell Association for the Deaf, Scholarship Awards Committee, 3417 Volta Place, NW, Washington, DC 20007. Several awards of $500 to $1,000 are made to oral deaf students who use speech and residual hearing and/or lipreading as their preferred form of communication. Applicants must have suffered hearing loss before acquiring language. Application deadline: April 15.

American Council of the Blind, 1155 15th Street, NW, Suite 720, Washington, DC 20005, (202) 467-5081. Scholarships are offered to legally blind persons enrolled in or under consideration for admission to academic, vocational, technical or professional training programs at the post-secondary level for the 1992-93 school year. Must be U. S. citizens or resident aliens. Scholarships of $1,000 to $4,000. Application deadline: April 1.

American Foundation for the Blind, Inc., Scholarships, 15 West 16 Street, New York, NY 10011, (212) 620-2063. Eight grants and scholarships of $500 to $3,000 for students who are blind or visually impaired. Application deadline: April 1.

Division of Blind Services Financial Assistance, P.O. Box 18304, Tampa, FL 33679. The Division of Blind Services offers monetary awards to cover an academic year to a client of the Florida Division of Blind Services. Selection is based on financial need and academic merit. The Division determines capability and desire to attend college or vocational school. Candidates must apply for state, federal, and private financial aid before blind services awards funding. There is no set application deadline. Recipients may attend any public Florida institution. Award is renewable if in good standing.

Eccleston Callahan Memorial Trust Grant, University of Florida Office for Student Services. P-202 Peabody Hall, Gainesville, FL 32611-2058. A need-based scholarship to benefit handicapped students. The Office for Student Services selects the recipient.

University Foundation for Science and the Handicapped, Inc., Co-Chairperson of Student Grant Program, Rebecca F Smith, 115 S Brainerd Avenue, LaGrange, IL 60525, H-(708) 352-1091. Several $1,000 awards are available for applicants who have a physical or sensory disability, are graduate students or seniors accepted to a graduate school and are majoring in an area of science, mathematics, medicine, engineering or computer science. Application deadline: December 1.

Jean Hodgman Memorial Scholarship, Ministry of Persons with Disabilities, P.O. Box 2533, Melbourne, FL 32902. A $1,000 scholarship awarded annually to an applicant entering the junior or senior year at an accredited four-year college or university, majoring in elementary, secondary, or exceptional education or physical, occupational, or speech therapy. Also for non-disabled students majoring in exceptional education or physical, occupational or speech therapy. Requirements: minimum grade point average of 3.0 on a scale of 4.0; must be a resident of Brevard County; transcript of grades; and two letters of recommendation from faculty members or adults familiar with applicant's work and career interests. Application deadline: June 1.

Stanley E. Jackson Scholarship Awards, Scholarship Committee, Foundation of Exceptional Children, 1920 Association Drive, Reston, VA 22091, (703) 620-3660. Four awards of $1,000 are available to applicants who are anticipating full-time enrollment for the first time in post-secondary education or training programs. Awards include the Scholarship Award for Students with Disabilities, the Scholarship Award for Ethnic Minority Students with Disabilities, the Scholarship Award for Gifted/Talented Students with Disabilities, and the Scholarship Award for Ethnic Minority Gifted/Talented Students with Disabilities. Applicants must provide evidence of financial need and/or academic achievement. Application deadline: January 18.

National Federation of the Blind Scholarship, Grinnell State Bank Building, Second Floor, 814 Fourth Avenue, Grinnell, IA 50112. The Federation offers scholarships to blind persons pursuing or planning to pursue a full-time, post-secondary course of training or study (undergraduate or graduate). Scholarships, which range from $2,000 to $20,000 per academic year, are awarded on the basis of academic excellence, service to the community and financial need. Scholarships are available in many diverse fields of study. Application period: July 1 through March 31 of the award year.

Rita McTigue O'Connell Scholarship Fund, Office for Student Services, Programs and Services for Disabled Students, 129 Tigert Hall, University of Florida, Gainesville, FL 32611. This fund is endowed with gifts from Stephen C. O'Connell in loving memory of his wife. At least $500 will be given to a successful UF female student who has a physical or mental handicap. Application deadline: February 15.

Recording for the Blind Scholastic Achievement Awards, the Anne T. Macdonald Center, 20 Roszel Road, Princeton, NJ 08540, (609) 452-0606. Scholastic achievement awards of $500 to $3,000 are made annually to outstanding blind college seniors. To be considered, applicants must be legally blind; graduating, or have been graduated from, an accredited four-year college or university in the United States in the year the award is given; have an overall academic average of 3.0 or more on a 4.0 scale; and be a registered Recording for the Blind borrower. Applications are available in November and awards are made in late May. Application deadline: February 1.

Spina Bifida Association of America Educational Scholarship Fund, SBAA Scholarship Committee, 1700 Rockville Pike, Suite 250, Rockville, MD. 2085-1654. Several $500 scholarships are awarded annually to students who have spina bifida and who are current members of the Spina Bifida Association of America. Applicants must be high school graduates or possess a G.E.D. before the scholarship is awarded and be enrolled in or accepted by a college, junior college, or approved trade school. Applicants must submit a need analysis report sent in response to submission of a federal financial aid form or student aid application and should therefore submit their application well before the April 1 application deadline. Application deadline: April 1.

Stokoe Scholarship, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, MD 20910. (301) 587-1788 V/ 587-1789 TDD. A $1,000 graduate scholarship awarded to a deaf student pursuing part- or full-time graduate study in a field related to sign language or the deaf community, or who is developing a special project on one of these topics. Application deadline: March 15.

Twitty, Milsap, Sterban Foundation, P.O. Box 43517, Detroit, MI 48243. The Foundation awards scholarships of various amounts to blind and visually impaired undergraduate and graduate students in all fields of study in an accredited college or graduate program. Application period: June 1 to September 1

Gator Dining Service

DATE: October 26, 1992

TO: Ken Osfield

FROM: Bob MacKay

SUBJECT: ADA Self/Audit

Please review the attached self/audit for ADA requirements to determine if this meets your request of August 30, 1992.

We welcome your comments and/or evaluation of our facilities.

Please call if we can be of any more assistance.

RSM/jh

cc: Jim Morgan

Gator Dining Service

GATOR DINING

To: Bob MacKay
From: Jon T. Doig
Rodney Cruise
Re: ADA Compliance 10/17.92

Bob.

Please attached below our recommendations in regards to the Americans with Disabilities Act. We have visited each location on campus and have, to the best of our knowledge, identified areas in each business which require attention. As many of our businesses require similar attention, we have categorized our recommendations into three primary areas. These areas are Signage and Communication, Staff Training, and Physical Accessibility. If you require further information, please contact us.

114 Recreational Center Dining University of Florida Gainesville, FL 32611 (904) 392-2491

SIGNS AND COMMUNICATION

This area has been identified and recognized as probably the most critical area of concern. At this time, we need to provide additional communication in all of our businesses.

Each business will begin the process of compliance and proper access by displaying the following sign at entry ways.

"WELCOME TO OUR BUSINESS."
"IF YOU REQUIRE SPECIAL ASSISTANCE,
PLEASE ASK ONE OF OUR SERVICE PERSONNEL."

The sign will utilize large, bold print and be displayed at entries, or in areas where access might be difficult.

Secondly, the following sign will be displayed at or around our primary menus or tray pick up areas.

"A LARGE PRINT MENU IS AVAILABLE UPON REQUEST."

We will develop a large print menu for all locations which communicates our standard menu items. Each location will then provide signature items to us for printing. A completed, bound menu will then be available at each location. We will take care to make sure that the menu also includes all daily specials and is updated daily.

COMMUNICATION

The items to be covered under this heading are primarily those related to any written communication we provide our customer, ie. brochures, enrollment forms. Additionally, it will highlight issues which relate to the Florida Relay system.

All brochures in the next printing must have as part of the written communication the same service statement regarding special assistance as written above. Additionally, the Florida Relay System number should be printed.(Ken Osfield indicated that he would provide us with information regarding the Florida Relay System.)

At the present time, we employ a staff person in our main office who can sign. It is recommended that the ability to sign be made a part the job requirement of at least one GDS office staff member. This will insure the ability to provide access in the future.

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STAFF TRAINING

The second integral part of providing access professionally to all customers revolves around our ability to train our staff as to the proper methods for offering assistance.

At this point, we feel that we must contact a group or person skilled and expert to provide training in this area. To this end we recommend that in the short term, we contact Ken Osfield's office and coordinate training sessions for our managers. They could then take that information back to each location and provide training to the staff.

As managers are not formally educated thoroughly in this area, we recommend that we set up sessions toward the end of the semester or early next year for all hourly staff members. These sessions should involve role plays and be facilitated by Ken Osfield's office staff, or by someone who is trained to communicate key issues effectively.

Long term training for new staff would then be a primary responsibility of each location manager supported by the Director of Training.

ACCESSIBILITY

The following is a list by location of issues which need attention. These issues deal exclusively in the customer accessibility area. Employee accessibility will be addressed as soon as it is possible.

Graham Oasis- a) Lower door jam and correct doors
b) Condiment area needs signs or to be lowered

Graham Cracker- a) Lower door jam and correct door.
b) Correct aisle width.
c) Vertical, rather than horizontal display items.

Law Center- a) Correct doors.
b) Flatware & tray rack inaccessible. Redesign.
c) Condiment station inaccessible. Offer auxiliary station.

Tolbert 1906- a) Correct doors and lower jams.
b) Business not accessible due to outside stair case. Entry only through building and freight elevator.
c) Flatware, tray rack. Redesign.
d) Lower signs.

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ACCESSIBILITY CONTINUED

Broward Beach- a) Poor access to business from either entrance.
b) Correct doors at both entrances.
c) Tray, flatware station to high. Offer alt.
d) Right side register not accessible. Clearance not 36 inches.

Beaty Breadbasket- a) All aisles must be accessible.
b) Correct door and jam.
c) Vertical displays.

Racquet Club- a) Correct doors and jams.
b) Restroom stall is not proper width.
c) Condiment station too high. PC offered.

Finish Line- a) Correct doors
b) Aisles widened.

GDS Office- a) Correct door and jam.

Little Caesars a) Lower door jams

Union Street a) Automatic door opener
b) Lower tray, silver rack or provide auxiliary unit.

Orange & Brew a) Bathrooms are part of Reitz Union Plan.
b) Aisles must be kept clear.
c) Condiment station lowered.
d) Lower door jam and/or provide automatic door opener.
e) Correct one inch patio drop
f) Raised seating inaccessible.

Arredondo Room a) Waiter should offer assistance as part of the normal greeting process.

TCBIY- a) Signage

Little Hall- a) Automatic door opener.

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AMERICANS WITH DISABILITIES ACT SELF-EVALUATION

DIVISION OF HOUSING

(60) Does the institution provide housing to its students?

Yes

Single Student Housing: Approximately 7000 non-air conditioned and air conditioned spaces are available in twenty-two facilities on campus. Types of accommodations include single rooms, double rooms, triple rooms, suites for 2/3/4/5/6 and apartments.

Family Housing: Approximately 1100 apartments are available for married students, single parents and a limited number of single graduate students. Types of apartments include efficiencies, one-bedroom, two-bedroom and three-bedroom apartments as well as two-bedroom townhouses. Non-air and air conditioned units are available.

(61) Are each of the forms of campus housing listed in (60) accessible to handicapped students and provided to them at the same cost as to others?

No

Single Student Housing: Presently most types of spaces are accessible and comparable in variety, price and convenience. Every reasonable effort will be made to accommodate students with disabilities who request housing assignment to locations not presently accessible. By Fall '93, the following non-accessible spaces will exist:

1) Non-air conditioned single, double and triple rooms will exist in Thomas Hall and Murphree Hall only. These halls can not reasonably or feasibly be made accessible. To accommodate a physically disabled student's request for a non-air conditioned space, a comparable Rawlings Hall space will be designated non-air conditioned and the air conditioning unit will be removed.

2) Murphree Hall contains the only non-air conditioned suites for two on campus and can not reasonably or feasibly be made accessible. Physically disabled students who request this space will be assisted in securing a comparable space.

3) Buckman Co-op is the only non-air conditioned co-op facility. This facility can not reasonably or feasibly be made accessible. Physically disabled students who request these spaces will be assisted in securing other space either in the air conditioned co-op or a standard non-air conditioned facility based on the priority of the preference.

Family Housing: Every reasonable effort will be made to accommodate students or family members with disabilities. Presently all types of apartments except townhouses and efficiencies can be modified to accommodate a physically disabled student or family member. Limited two-bedroom townhouses and efficiencies exist in Tanglewood Village only. Townhouses are two-story units. They are comparable in size and features to standard Tanglewood Village two-bedroom ground floor apartments. Efficiencies are too small to renovate within established guidelines. Efficiencies are comparable to small one-bedroom apartments.

(62) List and briefly discuss any institutional policies or practices related to campus housing.

The following policies and procedures are self-explanatory:

- Residence Hall Rules and Regulations, 1992-93 (Appendix A)
- Residence Hall Agreement w/Terms and Conditions (Appendix B and pp. 4-7 Appendix C)
- Assignments Policies/Procedures (see pp. 2-4 Appendix C)
- Special Housing Areas (see pp. 16-17 Appendix C)
- Visitation (see pp. 18-19 Appendix C)
- Lottery (Appendix D)
- Room Sign-Up Policies for Continuing Residents (Appendix E)
- Maguire Village Registration Certificate (Appendix F)
- Single Graduate Student Registration Certificate (Appendix G)
- Family Housing Registration Certificate (Appendix H)
- Single Graduate Student/Family Housing Application Cards (Appendix IA and IB)

(63) For each policy or practice listed in (62), discuss either: (A) how the policy or practice does not discriminate on the basis of handicap; or (B) steps that will be taken to modify the policies or practices to ensure non-discrimination in the future.

- **Residence Hall Rules and Regulations:** The following statement appears with the rules and regulations: "The University of Florida does not discriminate on the basis of age, race, color, national or ethnic origin, disability, or gender in the administration of educational policies or any other University program. Grievance procedures related to discrimination may be found in the *University of Florida Guide*." See response to (65) for specific rules and regulations which may be modified in interpretation to meet the needs of a student who is disabled.

- **Residence Hall Agreement:** The residence hall agreement is not discriminatory. In fact, special consideration and priority is given to disabled students who request assistance. Only full-time students (as defined by academic classification and specific college class load requirements) are offered on-campus housing agreements. By petition, disabled students and others who are not able to carry a full class load may be granted an exception to this eligibility requirement.

- **Assignments Policies/Procedures:** Assignment policies and practices do not discriminate. In fact, upon official notification and documentation of a disability, disabled students who qualify for housing are specifically assigned a space that can best accommodate their individual needs rather than assigned randomly or in a priority order as are other students.

- **Special Housing Areas:** Every reasonable effort will be made to accommodate students with physical disabilities who request housing assignment to special housing areas not presently accessible. Buckman Co-op, the only non-air conditioned co-op is not accessible; however, North Co-op which is air conditioned can provide the co-op experience at a slightly higher rent rate. The Computer Interest Section of Fletcher Hall is presently not accessible; however, other accommodations can be made to assist a disabled student desiring the features of this special housing area. All quiet floors are accessible.

- **Visitation:** All contractual visitation areas are accessible except male and female Visitation A Areas located in Thomas Hall. Other spaces can be designated Visitation A to assist a disabled student desiring space in a Visitation A area.

- **Lottery:** Disabled students (as defined by the law) who qualify for on-campus housing and who have provided the appropriate written medical documentation may claim "exempt" status for the Lottery. Upon claiming exempt status, they will automatically receive an academic year housing agreement by returning the completed "Lottery" form and prepayment to their respective Assistant Directors of Housing.

- **Room Sign-Up Policies for Continuing Residents:** These procedures are not discriminatory.

- **Single Graduate Student Registration Certificate:** These registration certificates are not discriminatory. The eligibility requirement related to residents being full-time students may be waived upon request of a disabled student who is unable to carry a full class load.

- **Maguire Village Registration Certificate:** Residency in this facility is restricted to families who can certify an income that does not exceed the limitations set by the HUD and the Federal Housing Commissioner. Disabled students who qualify under these restrictions may request assignment to Maguire Village. The eligibility requirement related to residents being full-time students may be waived upon request of a disabled student who is unable to carry a full classload.

- **Family Housing Registration Certificate:** These registration certificates are not discriminatory. The eligibility requirement related to residents being full-time students may be waived upon request of a disabled student who is unable to carry a full class load.

- **Single Graduate Student/Family Housing Application Cards:** These forms are not discriminatory.

(64) Discuss, in general, the accessibility of all facilities used in the program of providing housing to students (e.g., housing office) and make certain that specific steps to achieve accessibility are included in the Transition Plan.

- **In general, all facilities and main office areas are accessible except those specifically noted in Appendix J: Accessibility of Facilities and Transition Plan.**

(65) List and discuss any rules or regulations regarding campus housing that may discriminate against handicapped persons (e.g., prohibitions against dog guides, special equipment, and so forth) and steps that will be taken to waive such rules in specific instances.

The following rules and regulations can be waived or the interpretations can be modified in specific instances to meet the needs of disabled students:

- 9.1 **Noise**: This policy requires students to maintain noise levels low enough not to disturb others. In the case of a student who is hearing impaired and who may require amplified sound, the student will be encouraged to utilize headphones or other equipment to ensure that the environment of the residence hall remains conducive to the educational mission.

- 9.3 **Drugs**: This policy requires students to be in compliance with state law. In the case of a student who is required/ authorized through a medical agency to take drugs for any disease or disorder which may be in conflict with state law, validation is required. For drugs necessitating refrigeration, the student may request a variance in the size, number or wattage restrictions of refrigerators in residence halls.

- 9.4 **Security**: This policy, in part, does not allow for the loaning of keys to individuals who have not contracted for specific residence hall spaces. In the case of a student requiring an attendant, keys will be checked out to the attendant for access to the building, hall and room with the expressed consent of the student whom the attendant is working for.

- 9.14 **Motorcycles, Mopeds and Scooters**: This policy designates the authorized parking areas and restricts use of or storage of gas powered vehicles in buildings, covered walkways or covered patio areas. Disabled residents may request permission to use or store electric mobility assistance devices like scooters, wheelchairs, golf carts, etc. in variance to this regulation.

- 9.15 **Telephone Hardware, Antennas and Cable TV**: This policy does not allow splicing into existing hardware or cables or otherwise adding to or tampering with telephone or television hardware. In the case of a hearing impaired student, arrangements will be made with the respective Assistant Director of Housing to have area maintenance personnel install visual and/or audible alerting signals for telephones and for room/ apartment door entrances.

- 9.17 **Fire Safety, Section I, Refrigerators**: This policy restricts refrigerator size, number of refrigerators and allowable wattage. See policy 9.3 for statement concerning variance in this policy.

- 9.17A **Evacuation During Fire Alarms:** This policy requires immediate evacuation in the event of a fire alarm. Special evacuation plans have been developed to aid residents who are mobility impaired or hearing impaired. Each semester, residence life staff compile lists of students who may need special assistance during fire evacuation or other emergencies. These lists are forwarded to the Assistant Dean of Students for Disabled Student Services who shares the lists with the Fire Department and other emergency agencies.

- 9.17F#2 **Extension Cords:** This policy allows for up to three items to be plugged into a multiple adapter with a circuit breaker. For students who may possess items necessitating an exception to this policy, the respective ADH will work with the student to establish a safe plan for electrical usage in the room.

- 9.17G **Air Conditioners:** This policy requires air conditioners to be operated during approved times only during the course of the academic year. Students with documented respiratory disabilities who have registered with the Assistant Dean of Students for Disabled Student Services may petition for an exception to this policy. Also, Beaty Towers and the New Residence Facility have been designated year-round air conditioned facilities to help meet the needs of residents with documented respiratory disabilities.

- 9.18 **Pets:** This policy allows for only approved pets to be brought/kept in the residence halls. Students with vision impairments, or other disabilities requiring the assistance of a certified guide dog or other trained dog to assist them, may request exceptions to this policy and will be required to establish a plan for the proper care and existence of the animal with the residence halls.

- 9.19C **Visitation and Room Guests:** Visitation policies restrict the times persons of the opposite gender may visit student living areas like rooms and floor lounges. Guest policies restrict the number of guests and/or restrict the amount of time same gender guests may visit residents. Disabled students who require personal attendants who may not be of the same gender or who may need to stay for extended time periods may request a variance or exception to these policies.

- 9.20 **Lofts:** This policy allows for a loft to be constructed based on established specifications. A disabled student requiring the construction of a loft/extended bunk may request a variance or exception to established specifications based on the specific disability prior to the construction of the loft.

- 9.21 Locks: This policy prohibits tampering with or damaging lock mechanisms. Disabled students who require different types of locks or door opening mechanisms may request an exception or variance to this policy. Installation of modified locks or door opening mechanisms must be completed by Division of Housing staff.

- 9.24 Furniture: This policy requires all furniture assigned to student rooms to remain in the room. Disabled students requiring other types of furniture may request residence hall furniture to be removed or may provide their own personal furniture.

- 9.29 Elevators: This policy does not permit students to ride elevators designated as FREIGHT ONLY. Disabled students may obtain permission to use these elevators.

(66) Describe the process whereby housing is assigned to, or chosen by, students and any modifications in this process that may be necessary to ensure that handicapped students have housing opportunities equal to those of non-handicapped students.

(67) Discuss steps that will be taken to ensure that handicapped students who do not require any modifications or accommodations with regard to housing, or that require only minor modifications, will be fully integrated throughout the institution's housing. Discuss also steps that will be taken to ensure that there is as little concentration of handicapped students in campus housing as possible, regardless of the handicap.

The answers to (66) and (67) are included in the following narrative.

A. Single students requesting on-campus housing for the first time are mailed a Housing Agreement and brochure. The students in turn indicate all of their housing preferences for room assignment on the face of the agreement form. The agreement asks students to state any disability so an appropriate existing accommodation can be assigned by the Division's Assignments staff. When existing accommodations are not wholly adequate this information is used to assist in identifying needed modifications that can be made before the students check-in. Students assigned by housing staff have always been and will continue to be integrated throughout a variety of residence hall facilities. All students are offered housing on a first-come-first-serve basis determined by their housing priority date which is established by the date their completed agreements are received by the University Housing Office. Therefore it is possible that a disabled applicant who was admitted to the University late and/or submitted a housing application late might not receive on-campus housing. (See First-Time-In-Housing.Physically Challenged Students Housing Application Process Flow Chart.)

B. Continuing students are those who have lived on-campus for at least one semester/term. For the Summer Terms they are assigned as described in Part A. For the Fall Semester a random selection process or "lottery" is held the prior Spring Semester. Students who wish to return to housing Fall Semester are asked to turn in a lottery form prior to mid-February. The literature distributed to all students has in the past and will continue in the future to instruct students with disabilities to return their forms to the Assistant Director of Housing for Residence Life responsible for their area. Students who are disabled as defined by 504 legislation are exempted from the "lottery" drawing and guaranteed on-campus housing. Continuing disabled residents are able to select their own accommodations by signing up for a room at the respective area desk. Disabled students who are dissatisfied with assignments procedures have been and will continue to file a petition for review by the Housing Petitions Committee. As in the past, students who wish to appeal a committee decision may appeal to the Assistant Director of Housing for Information and Communication. Further appeals regarding a student's disability status will in the future be referred to the Assistant Dean of Students for Disabled Student Services for a final appeal. (See Continuing Physically Challenged Students Fall Housing Selection Process Flow Chart.)

Disabled students who are dissatisfied with assignments procedures have been and will continue to file a petition for review by the Housing Petitions Committee. As in the past, students who wish to appeal a committee decision may appeal to the Assistant Director of Housing for Information and Communication.

Future Enhancements:

1. All housing application forms (including "lottery" forms) will request disabled persons to disclose their needs so that room modification assessments can be undertaken at the earliest possible opportunity.

2. Disabled students may, in addition, make a final appeal of assignments procedures to the Assistant Dean of Students (disabled student services).

3. All housing application or registration forms will contain the recommended statement concerning "Services for Persons with Disabilities."

4. The MCI Relay Telephone Service (F.R.S.) number and the example statement regarding alternative formats will be added to all housing publications.

5. Florida Relay Service (F.R.S.) brochures will be distributed by the Housing Office to interested students upon request.

6. A Telecommunications Device for the Deaf (T.D.D.) will be purchased by the University Housing Office to enhance communications with disabled persons.

7. Some spaces will be held vacant for assignment for both first-time and continuing students while additional accessible spaces will be available to non-disabled persons after each has been formally notified that she/he may be transferred to accommodate a disabled person's assignments.

(68) List and discuss any state or local laws or regulations that may conflict with section 504 requirements or ADA requirements in the area of housing. Discuss what steps will be taken to resolve such conflicts.

Basic research found no areas of conflict between university housing-related sections of Florida State Law and the ADA.

(69) Describe steps that will be taken to ensure that all students (including those with sight or hearing impairments) are informed regularly of the housing opportunities made available by the institution.

STUDENTS WITH PRINT RELATED DISABILITIES: Upon request, students with print related disabilities may request Housing publications in alternate formats. Contact: Assignments Department.

STUDENTS WITH HEARING DISABILITIES: The Florida Relay Service will assist students with hearing disabilities communicate with others. The Relay Service serves as a communication link by passing along messages between communicating parties. Contact: Florida Relay Service 1-800-955-8771 (TDD). For more information: 1-800-955-8013 (VOICE/TDD).

LOTTERY: All continuing residents are hand delivered Fall Semester housing "lottery" literature to their room, apartment, or suite and mailed sign-up materials for Summer terms.

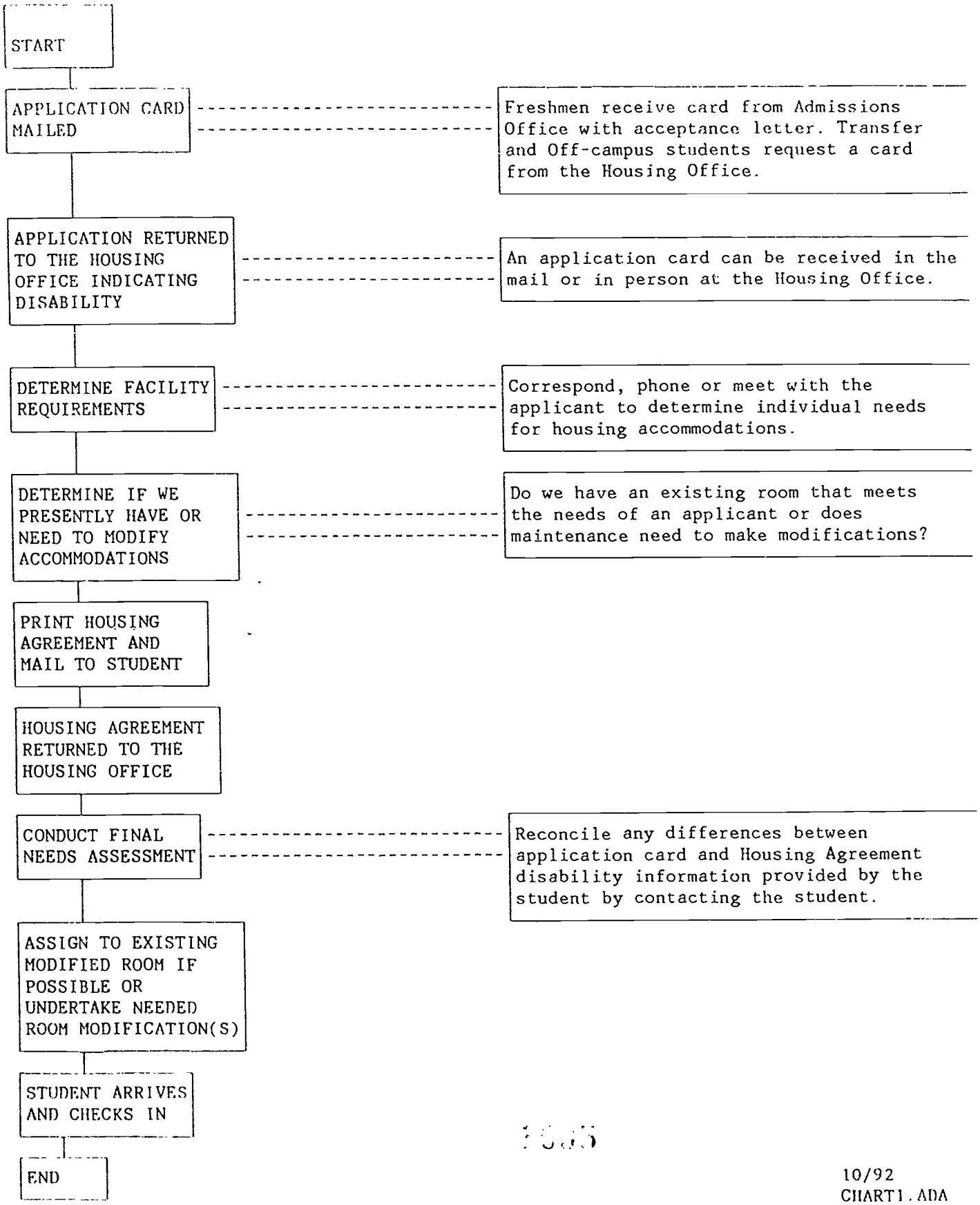
GENERAL INFO: All Fall Semester freshmen applicants for admission to the university are mailed a housing application card. Transfer and off-campus students are sent materials upon request.

(71) All steps to be taken as a result of requirements related to housing should be the subject of individual Summary Report Forms. This is recommended unless a procedure more suited to an institution's administrative processes is devised for ensuring adequate planning, data collection, scheduling to complete the required action, records maintenance and monitoring activities.

This information has been included within the context of this self-evaluation and the appendices.

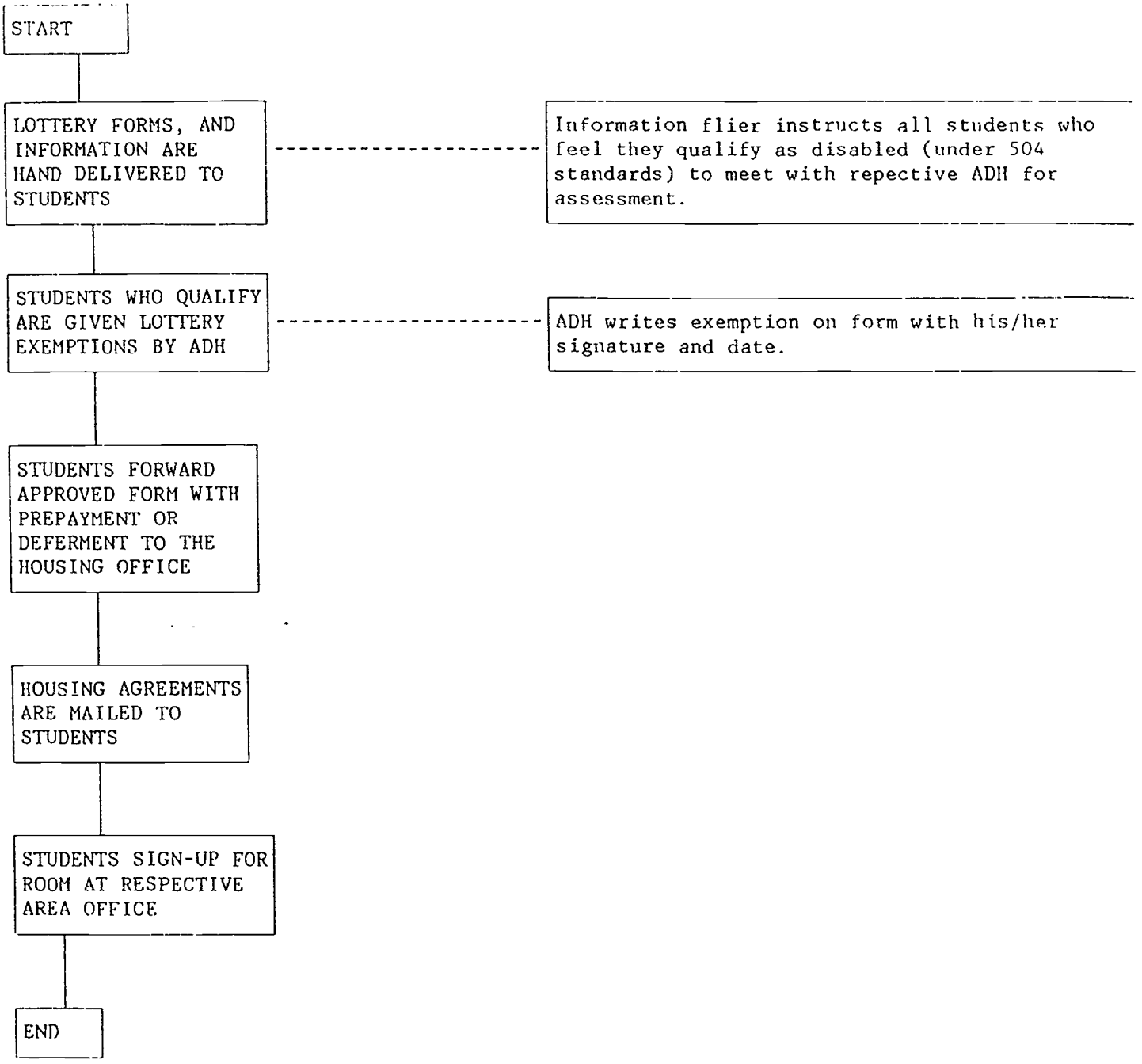
UNIVERSITY OF FLORIDA DIVISION OF HOUSING

FIRST-TIME-IN-HOUSING PHYSICALLY CHALLENGED STUDENTS HOUSING APPLICATION PROCESS FLOW CHART



10/92
CHART1.ADA

CONTINUING PHYSICALLY CHALLENGED STUDENTS
FALL HOUSING SELECTION PROCESS
FLOW CHART



UNIVERSITY OF FLORIDA DIVISION OF HOUSIN

RULES AND REGULATIONS
1992-93

The University establishes policies to inform residents of their responsibility for their actions within the residence halls. They a designed to promote and maintain an atmosphere conducive to community living. All residents are responsible for knowing and adhe ing to these rules and regulations. VIOLATIONS WILL RESULT IN APPROPRIATE DISCIPLINARY ACTION.

The University of Florida does not discriminate on the basis of age, race, color, national or ethnic origin, handicap, or gender in th administration of educational policies or any other University program. Grievance procedures related to discrimination may be found the University of Florida Student Guide.

RESIDENT PERSONAL RESPONSIBILITIES:

9.1. **NOISE** - EACH RESIDENT IS RESPONSIBLE FOR KEEPING NOISE LEVELS TO A MINIMUM AT ALL TIMES. Noise leve should be low enough so as not to disturb others. Certain specialized floors may further restrict noise levels. Practicing music instruments is permitted in designated areas only.

9.2. **ALCOHOL - IN COMPLIANCE WITH STATE LAW, NO PERSON UNDER 21 YEARS OF AGE MAY POSSESS OR CON SUME ALCOHOLIC BEVERAGES IN THE RESIDENCE HALLS OR ON ADJOINING PROPERTY OUTSIDE TH RESIDENCE HALLS.** Students who display intoxicated behaviors and any students who require staff assistance due to the consumption of alcohol may be required to attend alcohol education seminars or counseling. No person may possess open cor tainers or consume alcoholic beverages outside the residence halls or in public areas inside the residence halls. This does nc include floor lounges. Persons of 21 years of age or older may consume alcoholic beverages in the following places: in their ow room, in a room with an assigned occupant also 21 years of age or older, or in floor lounges. Any University official has the rigt to ask for ID when questioning the legal drinking status of a person. It is a violation of State Statute for those 21 years of age c older to purchase or provide alcoholic beverages for persons under 21 years of age. Devices designed for the rapid consumptio of alcohol (e.g., beer bongs or funnels) are prohibited. Such contraband is subject to confiscation. Kegs, beer balls and othe common source containers are allowed only at approved registered events in designated public locations.

9.3. **DRUGS** - In compliance with state law, the illegal possession, sale, or use of drugs is prohibited. Possession of drug relate paraphernalia as defined by the State Statute is prohibited and is subject to confiscation.

9.4. **SECURITY** - Residence Hall Security is a shared responsibility of the University staff and students. **DO NOT PROP OPEN OI ALLOW TO BE PROPPED OPEN ANY FLOOR OR BUILDING EXIT DOOR.** Do not allow people who are not your guest onto the floor. Always carry your keys and lock your door. Do not loan keys to anyone and be sure to report any lost or stole keys. No student will be permitted to enter another student's room without the express consent of the students who reside i that room.

9.5. **FAILURE TO COMPLY** - Failura to present proper identification to official Housing personnel is prohibited. Students mus comply with a University or Housing Official's request (including Resident Assistants, Hall Directors, Professional Staff, an Security Assistants) when such official is working within the performance of his or her duties. A notification to schedule and/o maintain an appointment with a staff member must be honored.

9.6. **DISORDERLY CONDUCT** - Behavior which is disruptive to orderly community living is prohibited. This includes, but is no limited to throwing items in the hallways, pranks, or any other behavior whicn may causa physical injury or is potentiall dangerous to the health and well being of residents.

9.7. **HARASSMENT** - Physical or mental harassment, which may be verbal or written, is prohibited. This includes but is not limite to sexual, racial or religious harassment, intimidation, and hazing.

9.8. **OBJECTS FROM WINDOWS, BALCONIES, LEDGES AND LANDINGS** - The throwing, dropping, or pouring of anythin (including keys) from windows, balconies, ledges and landings is strictly prohibited. Students are responsible for damage and/or clean-up charges which result from this action.

9.9. **WINDOW SCREENS** - Tampering with or removing screens is prohibited. Residents will be billed if the Housing staff mus replace the screens.

9.10. **DESTRUCTION, DAMAGING OR TAMPERING WITH PROPERTY** - Failure to respect University property and any othe property which is not your own is prohibited. Students may be assessed restitution for any damages incurred.

9.11. **THEFT OF PROPERTY** - Theft of any kind, or the possession of stolen property is prohibited. This includes unauthorizec borrowing or unauthorized use of any service (e.g., phone, borrowing phone calling cards or food service cards, etc.).

9.12. **BICYCLES** - May not be parked in walkways, hallways, stairways, or entranceways. Illegally parked bicycles will be impoundec at the campus police station. Bicycles may not be ridden within designated areas of residence halls, or on covered pedestriar walkways.

9.13. **SKATEBOARDS AND ROLLERSKATES/BLADES** - Skateboards, rollerskates, and rollerblades may not be ridden anywhere inside the residence halls, or on pedestrian walkways adjacent to the residence halls.

9.14. **MOTORCYCLES, MOPEDS AND SCOOTERS** - Must be parked in designated areas, and under no circumstances are they allowed in buildings or on covered pedestrian walkways or covered patio areas. Illegally parked motorcycles, mopeds or scooters will be impounded at the campus police station.

9.15. **TELEPHONE HARDWARE, ANTENNAS AND CABLE TV** - Splicing into existing television cables or outlets, wrapping TV cable or otherwise adding to or tampering with telephone hardware is prohibited. Residents are not permitted to set up outside antenna systems.

9.16. **FIREWORKS, WEAPONS, EXPLOSIVES, AND DANGEROUS CHEMICALS** - Possession and/or use of these items (including but not limited to, BB guns, stun guns, guns, rifles, bayonets, bows and arrows, funnelators, switch blades, knives numchucks, martial arts weapons, medieval weapons and sling shots), is not permitted in the residence halls. All weapons and guns on campus must be registered and stored if permitted at the campus police station. Flammable liquids and solvents (gasoline, kerosene, lighter fluid, propane, etc.) may not be stored in student rooms or living area. Participation in special classes (e.g., archery class or ROTC) does not preclude the storage of these items in residence hall rooms.

9.17. **FIRE SAFETY** -

A. Arson or the setting of fire, tampering with fire safety equipment (including automatic door closures, smoke detectors, pul stations, fire extinguishers, sprinkler heads, etc.), pulling false fire alarms, stopping existing fire alarms, or failing tc immediatsly evacuate during a fire alarm are violations of state fire code. **IMMEDIATE EVACUATION WHEN AN ALARM SOUNDS IS MANDATORY** and re-entry into a building before the alarm is silenced is prohibited.

B. FOOD ON STOVE - Do not leave items unattended on the stove.

C. COOKING APPLIANCES - You are allowed to use the following items in your room or kitchen areas: electric fondue pots, electric crock pots, coffee pots, hot dog cookers, frying pans and drip coffee makers, toasters (not toaster ovens), and

D. MICROWAVE OVENS - Will be permitted in student rooms provided the following guidelines are met: a) onl microwave oven per student room; b) microwave oven must be UL approved; c) unit wattage must not exceed 1500 v d) student must have prior roommate approval.

E. CANDLES AND INCENSE - All candles and incense are prohibited in residence halls.

F. EXTENSION CORDS - For the protection of the residential community, you are permitted to use extension cords wi following restrictions. Please refer to the publication "Fire Safety and Prevention in Residence Halls" for a more de explanation and diagrams.

1. Only UL approved three-prong grounded extension cords that are 14 gauge or heavier are permitted. NOTE: The the gauge number, the heavier/thicker the cord is. Cords cannot exceed 10 feet in length. Only one appliance m plugged into an extension cord.
2. Only UL approved multi-plug adapters with circuit breakers are permitted. Up to three items may be plugged multi-plug adapter.

G. AIR CONDITIONERS - Students may not install air conditioners or ceiling fans in their residence hall rooms. Univers conditioners may not be operated during the December 15-February 15 off season.

H. CHRISTMAS TREES - Live cut Christmas trees are prohibited in student rooms.

I. REFRIGERATORS - Are permitted in student rooms provided the following guidelines are met: a) only one refrigerat student room if the refrigerator is larger than 4.6 cu. ft., b) all refrigerators must be UL approved, c) door gaskets must good condition, d) all refrigerators must be equipped with a (3) three prong grounded outlet, e) all refrigerators larger 4.6 cu. ft. must be frost free, f) unit amperage must not exceed 3.5 amps, g) unit size must not exceed 12 cubic fe students must maintain refrigerators in a safe and sanitary condition, i) all refrigerators must be registered at the area and inspected by Maintenance.

J. BARBECUE GRILLS - Residents are permitted to use barbecue grills at a safe distance (15 feet or more) from all resic hall buildings. The use of grills are not permitted under any covered walkways, landings or hall balconies.

9.18. PETS - Residents must use the Pet Policy form, and obtain prior written approval of roommates and residence hall sta order to keep the following pets within the residence halls: fish, guinea pigs, hamsters, gerbils, crabs, turtles, dwarf rat non-predatory domesticated birds not to exceed one-half pound; exotic birds may weigh up to 3 lbs. Residents are respor for the proper care of their pet, which includes keeping it in its cage. See Pet Policy for specific details. It is a violation to wild or domesticated animals not personally owned and authorized under the Pet Policy in and around residence halls. Abu animals is prohibited. "Visiting" pets are prohibited.

9.19. VISITATION AND ROOM GUESTS

A. Residents and their guests are required to conform to the guidelines of the visitation hours established on the floor or section the in or are visiting.

B. RESIDENTS ARE RESPONSIBLE FOR THE BEHAVIOR OF THEIR GUEST(S) AND MUST INFORM THEM OF HOUS POLICIES.

C. Only persons of the same gender are permitted to be overnight guests in the residence halls. Co-habitation is prohibited. Room approval is required for any guests. Hall Director/Residence Director approval is required for guests planning to stay longer than days; guests may stay up to seven consecutive days.

D. Residents are permitted to have two guests per resident visiting in their room at any one time.

E. Only persons of the same gender may use bathrooms located on residential floors designated for use by their respective gen

9.20. LOFTS - Lofts may be constructed only after receiving written approval from the Area Administrative Coordinator, and must me specifications of the Housing Loft Policy. Lofts must be removed by the individuals responsible for the loft prior to the end of the con period as designated by the Assistant Director of Housing, and there are no holdovers from previous semesters and no modification permitted once the loft is approved. Loft rules and approval forms are available at Area Desks.

9.21. LOCKS - Tampering with or damaging lock mechanisms is prohibited. Additional locks may not be added to doors or University property or equipment.

9.22. PEST CONTROL - Pest control services are performed in all rooms periodically by Housing personnel for insect co purposes. Residents must notify the Area Office in writing if a medical problem exists. A special spraying time will subseque be arranged. Students must allow custodians to enter room for spraying purposes unless prior medical exceptions have b filed. It is a student's responsibility to assure the welfare of pet(s) during pest control services.

9.23. ROOM, FLOOR/SECTION AND KITCHEN RESPONSIBILITY - Each resident is responsible for the proper care of his room, section, and kitchen including following guidelines for break/holiday periods and check out. The following are enfor All residents using the kitchen are responsible for cleaning the stoves and ovens. Individual residents will pay for any cha assessed for damages in their rooms. All residents are responsible for floor damages and will equally pay for charges assesse the floor. Respect for fellow residents and Housing staff is shown by disposing properly of garbage and by not crea unnecessary messes in hallways, individual student rooms, lounges, kitchens and bathrooms.

9.24. FURNITURE - All furniture assigned to student rooms must remain in the room, and therefore, no furniture is to be remove students from rooms. Permission for storage of BED FRAMES and BOX SPRINGS must be obtained from the Administra Coordinator. If space allows, these items will be removed by area furniture movers in response to a request form filled out at area desk. No furniture is to be removed from floor lounges or other public areas. Bunk bed ends may not be inverted. spring brackets may not be removed from any bed end. Students may be billed for leaving furniture in hallways.

9.25. POSTING SIGNS AND INFORMATION - All signs and information posted in and around residence halls must be appro by the Assistant Director of Housing or his/her designee. (Refer to the Poster Policy and Advertising of Events Policy guidelines.) Unapproved signs and information are prohibited and will be removed.

9.26. ROOM TRANSFERS - RESIDENTS MAY NOT CHANGE ROOM ASSIGNMENTS WITHOUT RECEIVING OFFIC AUTHORIZATION FROM THEIR AREA OFFICE.

9.27. ROOFS, LEDGE AND BALCONY AREAS - The presence of students or objects on roof, ledge or balcony areas is prohib at all times. Roof, ledge and balcony areas are prohibited to students for safety reasons and for protection of property.

9.28. SOLICITATION - Any personal or commercial solicitation (including door-to-door and distribution of advertising circul within residence hall living areas or public areas is prohibited. (Violators should be reported to the Area Desk.) Public commons areas may be used by residents or official student organizations with approval from the Assistant Director and Area Government. Guidelines and approval forms are available at the Area Desks.

9.29. ELEVATORS - No students are permitted to ride any elevator designated as FREIGHT ONLY. Permission must be obtained special circumstances from the Assistant Director. Students may not tamper with or ride the top of any elevator at any ti

9.30. ROOM AND PUBLIC AREA DECORATING POLICY - Students are encouraged to personalize their rooms and decor public areas within established guidelines and policies. These guidelines and policies are available at area desks. Writ approval from staff is required prior to painting rooms. The use of contact paper is prohibited in all residence and public a

UNIVERSITY OF FLORIDA
DIVISION OF HOUSING

RESIDENCE HALL AGREEMENT

APPENDIX B

VOID

OFFICE USE ONLY		
RENT	PRE-PAYMENT	AMOUNT DUE

THIS AGREEMENT IS VALID FOR
Date Checked
First Semester 19__
19__ and 19__
__ Second Semester 19__
__ 1st Summer Term A 19__
__ 2nd Summer Term B 19__

SEND _____ PREPAYMENT ON OR BEFORE _____ OR OFFER EXPIRES

By signing this agreement the above-named person hereby contracts for a space in the University of Florida Residence Halls and agrees to pay rent at the rates established by the University by the dates specified for each semester or term for which the person is enrolled during the agreement period. By signing this agreement the above-named person understands that this contractual agreement may not be terminated without approval of the Housing Office. If there is a termination without approval, obligation to pay rent for the semester or terms in which enrolled during the agreement period will be continued. Upon receipt of the payment toward rent as indicated herein, the University agrees to provide the above-named person with housing accommodations for the specified period, subject to the terms and conditions outlined in the attached document. The agreement period is specified under the section titled "Beginning and Ending Dates." This agreement is valid for

HOME OR PERMANENT ADDRESS (IF DIFFERENT THAN ABOVE ADDRESS)

Street _____ City _____ St ___ Zip _____ – _____ Home phone # ( ) – _____

ASSIGNMENT PREFERENCES (Use the Housing Brochure to complete the preference information) These are preferences only. Actual assignment will be based on space availability and priority SORRY, WE CANNOT GUARANTEE PREFERENCES

A RESIDENCE FACILITIES List five (5) choices in priority order 1, 2, 3, 4, 5		B SPECIAL HOUSING INFORMATION-To request a special interest section check the corresponding box(es) below for the halls you numbered in column A
(011)___	Hume Hall East	
(012)___	Hume Hall West	☐ Quiet Floor (male)
(021)___	Graham Hall	
(022)___	Simpson Hall	
(023)___	Trusler Hall	
(031)___	Tolbert Hall	☐ Quiet floor (male)
(032)___	South Hall	☐ Quiet floor (female)
		☐ "B" visitation floor (female)
(033)___	Weaver Hall	☐ Honors program (invitees only)
(034)___	East Hall	☐ Honors program (invitees only)
(035)___	NorthHall	☐ Work co-op
(041)___	Murphree Hall	Non-air conditioned
(042)___	Thomas Hall	Non-air conditioned
		☐ "A" visitation (male or female)
(043)___	Siedd Hall	☐ Female athlete spaces
(044)___	Fletcher Hall	☐ Female athlete spaces
		☐ Computer floors (male or female)
(045)___	Buckman Hall	☐ Non-air conditioned, work co-op
(061)___	Yulee Hall	☐ Scholarship hall (Sophomores over 21, upperclass graduates only)
(062)___	Mallory Hall	Female only
(063)___	Reid Hall	
(071)___	Broward Hall	☐ "B" Visitation floor (male)
(072)___	Rawlings Hall	Non-air conditioned
(081)___	Jennings Hall	☐ No visitation (1 female floor)
(091)___	Beaty Towers W	☐ No visitation (1 female floor)
(092)___	Beaty Towers E	☐ No visitation (1 male floor)
		☐ Transfer Community Honors floor
(100)___	New Apartments	Juniors and above only
		☐ Transfer Honors House

ROOM TYPE List three (3) choices in priority order, 1, 2, 3

Single	___(SGR)	Suite/2	___(SU2)	Suite/5	___(SU5)
Double	___(DBR)	Suite/3	___(SU3)	Suite/6	___(SU6)
Triple	___(PTR)	Suite/4	___(SU4)	New apts	___(AP4)

GENDER (Circle One.) M F
Birthdate ___ ___ ___ (MM DD YY)

CLASS RANK you expect to be at time of occupancy (check one)
FR___ SOPH___ JR___ SR___
POST-BAC___ GRAD___

Do you smoke? ___ yes ___ no
Do you prefer a roommate who smokes?
___ yes ___ no ___ either

ARE YOU ENROLLED IN THE STATE OF FLORIDA HOUSING PREPAID PROGRAM? (Check One)
___ yes ___ no
___ Number of unused semesters

Is UF your first choice? ___ yes ___ no
Only shaded halls are available for "first-time" UF prepaid students

DO YOU HAVE A DISABILITY?
Please check appropriate line(s):
___ Medical asthma allergies etc
___ Physical ie wheelchair sight impaired diabetes etc
OTHER _____
If you've checked one of the above please attach medical documentation

VISITATION PROGRAM PREFERRED (See Housing brochure for explanation)
___ Voted Visitation
___ PLAN A-Restricted for FALL semester
___ PLAN B-Restricted for FALL semester
___ PLAN D-Restricted for FALL semester (no - vis)

MOST IMPORTANT PREFERENCE: In order to achieve the optimum in the assignment process for each student it is essential that you select the preference that is most important to you. If you request a roommate(s), you must indicate roommate as the most important option. If you selected restricted visitation then you must mark it as most important, etc.
Check ONLY one:
___ Roommate (R) ___ Residence Area (A) ___ Room Type (T) ___ Restricted (non-voting) Visitation (V)

REQUEST FOR SPECIFIC ROOMMATE(S) (List only ONE roommate unless you are requesting a room for more than two people.) (*Roommate requests must be mutual.*) **PRINT**

1) Name _____ Soc Sec # _____
2) Name _____ Soc Sec. # _____
3) Name _____ Soc Sec # _____
4) Name _____ Soc Sec # _____
5) Name _____ Soc Sec # _____

PLEASE READ THE TERMS OF AGREEMENT WHICH ARE ATTACHED TO YOUR COPY OF THIS FORM BEFORE YOU SIGN IT. THEREBY ACCEPT THE TERMS AND CONDITIONS SET FORTH IN THIS AGREEMENT AS NOTED IN THE ATTACHED DOCUMENT ENTITLED RESIDENCE HALL AGREEMENT, IN THE CURRENT HOUSING FORM AND IN OTHER UNIVERSITY PUBLICATIONS RELATING TO RESIDENCE HALL LIVING. I VERIFY THAT THE INFORMATION FURNISHED ON THIS AGREEMENT IS TRUE AND UP TO DATE.

SIGNATURE _____ (STUDENT)
DATE ___ ___ ___ (MM DD YY) AGE IN YEARS _____

IMPORTANT: TO BE SIGNED BY PARENT OR GUARDIAN BELOW IF STUDENT IS UNDER 18 YRS. OF AGE
SIGNATURE _____ (PARENT OR GUARDIAN) DATE ___ ___ ___ (MM DD YY)

VALID WHEN MARKED AS ACCEPTED BELOW OR ON LOTTERY FORM

RETURN ALL COPIES OF THIS AGREEMENT WITH THE PAYMENT WITHIN 10 DAYS TO CONFIRM YOUR RESERVATION TO
UNIVERSITY OF FLORIDA UNIVERSITY HOUSING OFFICE
GAINESVILLE, FL 32611-2076

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RESIDENCE HALL AGREEMENT

Terms and conditions governing this agreement and assignments for the University of Florida's on-campus student housing. The purpose of this document is to establish the agreement between the student and the University with regard to living in University Housing. Under this agreement the student is entitled to the use of the assigned spaces and facilities of his residence hall. The terms, conditions, and responsibilities are stated below:

SECTION A

Financial Obligations

1. Incoming students are required to pay a housing prepayment. Fall Semester and First Summer Term agreements that are offered to continuing students will also require a prepayment. When a prepayment is required, the balance payment (the difference between the amount of prepayment and the total rent) is due, in advance, as follows:

    a. Fall Semester — on or before August 1
    b. Spring Semester — on or before December 1
    c. First Summer Term (A) — on or before April 15
    d. Second Summer Term (B) — on or before June 1

    Balance payments and/or full payments for each respective semester or summer term received after the above noted dates may result in cancellation of this agreement and/or the assessment of a $25.00 late charge. This option rests with the Division of Housing Office.

2. This agreement, with appropriate signature(s) and payment, is effective from the date of the University's acceptance of this agreement until the official end of the specified semester(s) or summer term(s) of the agreement period noted at the top of the cover page of this agreement. The University's acceptance of the agreement is indicated by a validated copy of the agreement plus a formal letter of acceptance from the University Admissions Office. It shall be a part of the agreement that in order to be eligible for Housing, a student must be enrolled in the University.

3. If the student is denied admission or suspended from the University for academic reasons he will receive a refund of housing payments provided that he cancels the agreement through the residence Area Office. In these instances, if the student is in residence, prorata charges will be assessed through the date final clearance is made through the residence Area Office. If the suspended student is not in residence (has not checked in or has checked out prior to the first day of check-in for the next semester or term) a full refund will be processed for the student, less a $20.00 processing charge.

4. If the student cancels his Housing Agreement (prior to occupancy) because he will not attend the University, he will receive a full refund of housing payments, less a $20.00 processing charge PROVIDED he submits notice of cancellation in writing to the Division of Housing Office on or before the following dates:

    a. May 1, for agreements effective Fall Semester
    b. November 15, for agreements effective Spring Semester
    c. April 1, for agreements effective First Summer Term
    d. June 1, for agreements effective Second Summer Term

5. If the student cancels or withdraws because he will not be attending classes at the University after the dates listed above (section A, item 4) he is subject to the following charges: (All cancellations or withdrawals must be in writing and filed with a residence Area Office or the Division of Housing Office.)

    a. $50.00 cancellation charge for a student who cancels no later than the day before housing accommodations officially open.
    b. $100.00 cancellation charge for a student who cancels from the day housing accommodations officially open and through the fifth (5th) day of classes.
    c. Beginning the next calendar day, following the fifth (5th) day of classes, or any day thereafter full rent for the specific semester or term will be due for a student who cancels housing and/or withdraws from classes.

6. An incoming student who has made a reservation for the upcoming Fall Semester and who elects to cancel his agreement while continuing to be enrolled is subject to a $20.00 processing charge if he cancels prior to May 1. A continuing student who reserves space for the Fall Semester and who elects to cancel his space while continuing to be enrolled is subject to a $50.00 cancellation charge prior to May 1. After May 1, any student who wishes to be enrolled in classes but cancel his Housing Agreement can only be released by written authorization of the Housing Petitions Committee. Those students released by the Committee will be subject to charges enumerated by the Committee. Release for all other semester(s) or term(s) for a continuing student's Agreement will be through the petition process ONLY. If an agreement has been initiated for other than the Fall Semester, the same process shall be followed with respect to the dates listed in section A item 4 for students who decide not to be enrolled in classes. Students who have completed an agreement for Spring Semester, Summer A and/or B Term(s) and wish to be released from the Housing Agreement must first petition and receive written approval.

7. If a student is suspended from the University for disciplinary reasons and/or is removed from University housing during any agreement period for disciplinary reasons, he may not receive a refund for that particular semester or term he is suspended from classes or removed from housing.

8. Students assigned to the newly constructed (1991) single bedroom, apartment style halls (Tolbert Area) will be subject to additional electricity charges if they exceed the seasonally adjusted monthly electricity usage ceiling. Excess utility charges will be billed monthly.

SECTION B

Terms for Reassignment

1. The Director of Housing or his designee reserves the right to require changes in room assignments in order to maintain an educational environment conducive to intellectual and personal growth after due notice to the assignee. Professional staff will notify the student(s) whose assignment(s) might be affected prior to taking such action when appropriate and practical.

2. The Director of Housing or his designee reserves the right to require changes in room assignments i.e., consolidation, in order to insure maximum utilization of space and resources. For example, if during a Summer Term, a number of vacancies occur within a given floor, section or hall, the student(s) may be required to move to a new room and/or residence hall assignment.

SECTION C

Conditions of Withdrawal

1. This agreement will terminate immediately upon the student's withdrawal from University classes and notification in writing to his residence Area Office of such withdrawal. The student is required to vacate his assigned space within seven (7) days of such withdrawal. The student's failure to provide written notification to his residence Area Office of withdrawal from the University will result in the student's continued responsibility to pay Housing charges hereunder despite his having vacated the premises, until official written notification of withdrawal is received by the Division of Housing or until the agreement is cancelled by the Division of Housing Office.
2. If the student withdraws from classes during the agreement period, but fails to notify his residence Area Office, he may be subject to University disciplinary action and/or denial of any future University housing.
3. If the student withdraws from classes during the agreement period and then re-enrolls during the same semester or term he withdrew, his agreement shall remain valid. If, however, the student withdraws from the University during the agreement period and then re-enrolls during a subsequent agreement period, his agreement shall be null and void.
4. This agreement may not be cancelled by the student for the purpose of residing in a fraternity or sorority house at any time during the agreement period, unless a special release policy is invoked by the Director of Housing or the student receives advance written authorization from the Housing Petition Committee.
5. This agreement may not be terminated without approval of the Division of Housing. In the event of termination without approval, the obligation to pay rent will continue up to the full duration of the agreement period.
6. NOTICE OF WITHDRAWAL MUST BE MADE IN WRITING DIRECTLY TO THE STUDENT'S RESIDENCE AREA OFFICE OR DIVISION OF HOUSING OFFICE. Notices made to the Registrar's Office, Admissions Office or other University offices do not constitute official notice of the withdrawal from housing accommodations.

SECTION D

Conditions of Agreement

1. The University's acceptance of this agreement does not guarantee assignment to a particular type of accommodation (hall or room) nor does it determine final admission to the University. The preferences indicated in this agreement are only preferences and room requests and cannot be guaranteed. Assignment and/or continued residence are contingent upon final acceptance for admission and timely payment of all charges. If the rental rate varies from the payment made, an additional charge or refund will be made to the student.
2. Room rent for a semester or term covers residence from the date designated for official opening of the residence hall, as published in the current housing brochure, until the date designated for official closing of the residence halls (see housing brochure). Room rent does not cover residence during the period between Fall and Spring semesters or between the second Summer Term (B) and Fall Semester.
3. Occupancy shall begin when the student signs for the keys to his assigned accommodation and shall terminate when written authorization is completed the above-noted key(s) are returned ("signed in") at the respective residence Area Office.
4. In accordance with the University of Florida's educational philosophy of total integration of all facilities and in accordance with the laws of the United States, race, creed color, religion, and national origin are not considered criteria in the placement of students in residence halls or in room assignments. Gender is considered a criterion in room assignment; however, housing assignments to male and female students are proportionate in quantity and comparable in quality in compliance with Title IX mandates. The Division of Housing receives applications on a "first come, first serve" basis without regards to gender quotas. Past statistics show that this policy results in acceptable gender proportions. (Fall 1990: 54% female population, and 46% male population)
5. The University is not liable for loss or damage of personal property, or for interruption or failure of utilities such as heating, air conditioning, water, electricity, etc. For reasons of energy conservation, air conditioning will not be furnished during the approximate period of December 15 to February 15. These dates may be adjusted depending upon local weather conditions. The University reserves the right to assess additional charges and/or rent during the agreement period to offset increased utility costs, provided the University gives written notification to the student at least thirty (30) days prior to any increase in rent or charges.
6. Authorized University housing personnel may enter student rooms without the resident's permission for maintenance and housekeeping purposes, fire and safety inspections, and inspection for damage. General room inspections may be conducted periodically. However due notice shall be provided prior to such general room inspections. When authorized personnel have reasonable belief that a violation of a University regulation, local ordinance, state or federal statute is in progress, and/or for other emergency purposes, they may enter student rooms without notice.
7. This agreement may be cancelled by the Division of Housing or room assignments may be changed in the interest of order, discipline, health, safety, security, maximum utilization of facilities, or for failure to pay charges in a timely manner.
8. Rooms may be occupied ONLY by students to whom they are assigned. Rooms may not be sublet to another person(s). Room transfers may be made only AFTER written approval from the respective residence Area Office. Appropriate monetary charges will be assessed and/or disciplinary action will be taken against violators of the provisions in this paragraph.
9. Rooms are to be kept clean and orderly at all times. Charges may be made for damages to, or unauthorized use of, or alterations to rooms, furnishings, appliances, equipment, locks or buildings and for special cleaning necessitated by improper care of rooms, furnishings, appliances, or equipment. Students are jointly responsible for care of public areas, appliances, and equipment and may be charged for damages in public areas or to furnishings, appliances, or equipment on the floor or in the section of the building where their assigned rooms are located.
10. Students are responsible for knowing and adhering to University regulations and procedures as set forth in the housing brochure, the Housing Rules and Regulations notice, all Administrative Procedures Act regulations relating to student conduct and/or student housing as well as other University publications.
11. Interpretation of policies outlined in this agreement shall be decided by the University of Florida Campus Student Housing Committee.

residence hall living

APPENDIX C



Division of Housing

University of Florida

Part One

1992-93

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being given to students in medical, dental, or veterinary school. Applications for Schucht Village may be obtained by writing the Assignment Section University Housing Office, University of Florida, Gainesville, FL 32611.

VISITATION

Visitation hours in residence halls contribute in positive ways to the social and educational life of residents. Additionally, visitation provides improved study conditions, improved student care of facilities, and increases opportunities for residents to exercise individual responsibility and personal judgement.

Students applying for University Housing are required to specify on their housing agreements which visitation option they desire: Visitation Vote Area, Plan A, Plan B, or Plan D.

Visitation Vote Areas: Residents choosing "Visitation Vote Area" on the housing agreement will be allowed to vote on the visitation plan that fits their needs and lifestyle within the first two weeks of school in the Fall. Visitation in these areas will remain Plan A until a vote is held. A two-thirds majority vote is necessary for residents in "Visitation Vote Areas" to change their visitation plan from Plan A to another plan.

Residents choosing "Plan A," "Plan B," or "Plan D" on the housing agreement have contracted on a space available basis for a visitation plan. Only in the Spring Semester may residents living in these areas petition for a vote to change visitation.

Four visitation plans for single residents are available. Each plan has specified visitation hours for guests of the opposite gender.

PLAN A

Visitation within student rooms and/or floor lounges by guests of the opposite gender is permitted within the following hours.

Sunday-Thursday: 11:00 a.m. to midnight
Friday-Saturday: 11:00 a.m. to 2:00 a.m.

Contractual Visitation Plan A for males and females is available in Murphree Area non-air.

PLAN B

Visitation within student rooms and/or floor lounges by guests of the opposite gender is permitted within the following hours.

Sunday-Thursday: 9:00 a.m. to midnight
Friday-Saturday: open visitation

Contractual Visitation Plan B for men is available in Broward Hall and for women is available in Tolbert Area

PLAN C

Visitation within student rooms and/or floor lounges by guests of the opposite gender is permitted 24 hours per day, seven days per week.

PLAN D

No visitation is permitted within student rooms and/or floor lounges by guest of the opposite gender at any time. This includes visits by parents and siblings of the opposite gender. Contractual Visitation Plan D is available for men and women in the Beaty Towers/Jennings Area.

Non-Visitation Vote Areas: Students choosing "Plan A," "Plan B," or "Plan D" on the housing agreement have contracted on a space available basis for a visitation plan. Only in the Spring Semester may residents living in these areas petition for a vote to change visitation.

HOUSING FOR PHYSICALLY CHALLENGED STUDENTS

A variety of facilities in the Residence Halls are available for physically challenged students. Broward, Jennings, Mallory, Yulee Halls and the New Residence Facility each have easily accessible rooms. The Quiet Floor Areas in Tolbert Hall for men and South Hall for women are also accessible. See Quiet Floors on page 16 for assignment restrictions to these two areas.

In most cases, only specially modified central bath facilities are available. Building ramps are provided and reserved parking is available. While additional remodeling is continuing, our facilities are limited. In order that proper assignments may be made, early contact should be made with the Division of Housing. Physically challenged students need to explain the nature of their disability in detail when they write. Physically challenged students, as all students, must meet the standard guidelines used in determining housing eligibility.

See Residence Hall Accessibility of Facilities Chart on page 20.

RESIDENCE HALLS ACCESSIBILITY OF FACILITIES CHART

F FEMALE SPACES M MALE SPACES Y YES

FACILITIES	HALLS	HUME	CRAHAM	SIMPSON	TRUSLER	WEAVER	EAST	TOLBERT	SOUTH	NORTH	BROWARD	RAWLINGS	MALLORY	YULEE	REID CO-OP	JENNINGS	MURPHREE	THOMAS	SLEDD	FLETCHER	BUCKMAN CO-OP	BEATY	NEW RES FACILITY
ROOM(S) WITH SHARED ACCESS. BATH								M	F		M/F			M		M/F							
ROOM(S) WITH SEMI-PRIVATE AND PRIVATE ACCESS. BATH		F	-											F		M							Y
ACCESS. AREA DESK			Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
ACCESS. PUBLIC REST ROOM NEAR AREA DESK											M/F	M/F		M		M/F							Y
ACCESS. CAFE. IN OR NEAR HALL		Y									Y	Y					Y	Y	Y	Y			
ACCESS. SNACK BAR IN OR NEAR HALL			Y	Y	Y																		

RESIDENCE HALLS RULES AND REGULATIONS

The University establishes policies to inform residents of their responsibility for their actions within the residence halls. They are designed to promote and maintain an atmosphere conducive to community living. All residents are responsible for knowing and adhering to these rules and regulations. VIOLATIONS WILL RESULT IN APPROPRIATE DISCIPLINARY ACTION.

The University of Florida does not discriminate on the basis of age, race, color, national or ethnic origin, handicap, or gender in the administration of educational policies or any other University program. Grievance procedures related to discrimination may be found in the *University of Florida Student Guide*.

A condensed version of the 1991-92 Residence Hall Rules and Regulations follows. Complete rules and regulations are available from the Housing Office or residence hall staff at check-in. Rules and regulations are subject to revision.

NOISE: EACH RESIDENT IS RESPONSIBLE FOR KEEPING NOISE LEVELS TO A MINIMUM AT ALL TIMES. Noise levels should be low enough so as not to disturb others. Certain specialized floors may further restrict noise levels. Practicing musical instruments is permitted in designated areas only.

ALCOHOL: IN COMPLIANCE WITH STATE LAW, NO PERSON UNDER 21 YEARS OF AGE MAY POSSESS OR CONSUME ALCOHOLIC BEVERAGES IN THE RESIDENCE HALLS OR ON ADJOINING PROPERTY OUTSIDE THE RESIDENCE HALLS. Students who display intoxicated behavior and any students who require staff assistance due to their consumption of alcohol may be required to attend alcohol education seminars or counseling. No person may possess open containers or consume alcoholic beverages outside the residence halls or in public areas inside the residence halls. This does not include floor lounges. Persons of 21 years of age or older may consume alcoholic beverages in the following places: in their own room, in a room with an assigned occupant also 21 years of age or older, or in floor lounges. Any University official has the right to ask for ID when questioning the legal drinking status of a person. It is a violation of State Statute for those 21 years of age or older to purchase or provide alcoholic beverages for persons under 21 years of age. Devices designed for the rapid consumption of

ERIC

University of Florida

Division of Housing

HOUSING QUOTA

FALL 1992

WHAT IS THE "LOTTERY?"

Please take the time to share and discuss all the information in this flyer with your family before acting. In order to respond fairly to the over abundance of requests for Fall/Spring on-campus housing from all categories of students, a selection process or "Lottery" for continuing students has been established. Approximateiy 2500 residence hall spaces have been allocated for continuing residents. The remainder of residence hall spaces are saved for other categories of students like "fall freshmen." If more than 2500 continuing residents desire a Fall/Spring housing agreement for the following academic year, then a "Lottery" is held.

WHO SHOULD PARTICIPATE IN THE "LOTTERY?"

Any enrolled student residing on campus for the Spring Semester 1992 is eligible to participate in the "Lottery" for Fall/Spring 1992-93 housing spaces if they want to continue to live on campus. Residents living in student apartments must also participate in the "Lottery." Residents who do not wish to live on-campus next year should not participate in the "Lottery."

WHO IS EXEMPT FROM THE "LOTTERY?"

Residents who presently live in Yulee Hall, East/Weaver Halls if drawn in the Honors "Mini-Lottery", North Co-op or Buckman Co-op are exempt from the "Lottery" if they desire to return to these halls. The Honors Halls hold their own "Mini-Lottery" for continuing residents. Disabled students (as defined by the law) and Prepaid students are exempt from the "Lottery." (See "Prepaid Residents" on the reverse side.) However, residents designated "exempt" need to complete the special procedures to secure Fall/Spring housing. (See "Special Instructions..." on the reverse side.) Residents presently in these halls who desire Fall housing in other halls must participate in the "Lottery."

HOW DOES THE "LOTTERY" WORK?

You must submit a "Lottery" form to be considered for Fall on campus Housing. "Lottery" forms which are returned to Housing will be sorted into a total descending Social Security Number order by the computer, using the last four digits of the SSN as a sort basis. In the case of group roommate requests, the highest of the last four-digit numbers of their Social Security numbers will represent all students in the group. Once the total list of participants is printed, groups of 97-100 students, depending on the mix of individuals and groups, will be sectioned off. Each group of 97-100 students will be labeled alphabetically, starting with "A." Once all participants have been assigned to a group, the alpha-lettered cards representing that group of 97-100 participants will be placed in a box. A student (usually the IRHA president) will draw out each alpha-lettered card in one-by-one order. This drawing will establish the priority order of the alpha-labeled groups and in turn, the priority of the participants by group order. Lists will be published and available at all residence Area Desks on Tuesday, March 3, 1992.

PAPERWORK, PAPERWORK!

"LOTTERY" FORM/PREPAYMENT

Your "Lottery" form accompanies this information sheet. Students who desire Fall Housing must turn in the form at their Area Desk or the Housing Office, with either a $100 prepayment or completed Financial Aid Deferment Form (available at the Housing Office only), on or before 3 p.m. Wednesday, February 19, 1992, in order to be considered for Fall Housing. The "Lottery" drawing is Monday, March 2 at noon in Broward Rec Room. REMEMBER: $1300.00 IN SECURED FINANCIAL AID IS REQUIRED TO RECEIVE A DEFERMENT.

INDIVIDUALS

If you want to request housing as an individual (and pay by check), turn in your completed "Lottery" form and accompanying check at your Area Desk.

ROOMMATE GROUPS

If you will be requesting a roommate(s), complete the information requested on the roommate(s) preference line(s) and have your prospective roommate(s) sign your form. If each student wants to pay the prepayment by check, they should pay and turn in their forms together at the Area Desk. STUDENTS REQUESTING TO LIVE TOGETHER MUST TURN IN THE FORMS/PAYMENTS TOGETHER. If one or more students want to pay cash or complete a Financial Aid Deferment Form, then all students must make financial arrangements and turn in their forms/prepayments together at the Housing Office. We strongly encourage you to request a continuing student roommate rather than accept a random roommate assignment.

PREPAYMENTS

Prepayments for Fall Housing will be accepted at the Area Desks or at the Housing Office between 8 a.m. and 12 noon and 12.30 p.m and 4 p.m. Monday through Fridays ONLY. Lottery prepayments can *not* be made to the Student Financial Services Office in Criser Hall. Prepayment may not be accepted after 3:00 p.m. on Wednesday, February 19, 1992. Please note credit card payments are not accepted at the Housing Office or Area desks. You might consider getting a cash advance on your credit card if this is your only source for making the prepayment. Cash payments can only be made at the Housing Office.

"I'VE BEEN SELECTED - NOW WHAT?"

Students who are selected in the "Lottery" will be mailed (in residence hall U.S. mailbox) a Fall Housing Agreement and will be allowed to participate in Room and Hall Selection for a two-week period beginning Monday, March 16th. Sign-up information will be mailed directly to each student who is selected. Students selected for the waiting list will be retained in their group priority order unless they elect to cancel their requests. Each group on the waiting list will be re-arranged within itself, according to the housing priority dates of the students who are within that group if only a part of any one group can be offered housing.

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"I'VE CHANGED MY MIND"

You may cancel your Fall Housing request prior to the "Lottery" drawing (March 2, 1992 at Noon) at no charge. If you are selected in the "Lottery" and change your mind about living on campus Fall Semester 1992 by May 1, you will be assessed $50 to cancel your Fall Housing. After May 1, 1992 cancellations can be made by prior petition approval only. Students must cancel in person at the Housing Office. Petition forms are available at Area Desks or the Housing Office. If you are selected in the "Lottery" and you do not complete and return your Fall Housing Agreement on or before Friday, March 27, your Fall Agreement will be void and you will be charged $50. Those students who received Financial Aid deferments and cancel by May 1, 1992, will remain obligated to pay the $50 cancellation charge.

"I WAS NOT SELECTED -- NOW WHAT?"

WAITING LIST: If you are placed on the waiting list and you decide to live off-campus, you must go in person to the Housing Office immediately and have your name removed from the waiting list. If you have decided to live off-campus and not accept a space in University Housing and you fail to remove your name from the waiting list before you are offered or mailed a Fall/Spring Housing Agreement you will be charged the $50 cancellation charge. All students placed on the waiting list will be mailed additional instructions on or before Thursday, March 12. If your information does not arrive, come to the Housing Office immediately for a duplicate copy.

OTHERS: If there are continuing resident students who, through the "Lottery" are not selected and feel that University Housing is necessary in order to continue attending the University, they may petition for one of 75 spaces in a Continuing Student Triple (CST) room. Petitions will be accepted for these spaces between Monday, March 2, and Friday, March 6, at each Area Desk. All petitions will be placed in priority order listing by the Housing Petitions Committee and students will be contacted in sequence, until all 75 spaces are filled. **IF YOU ACCEPT ONE OF THESE SPACES, YOU WILL AUTOMATICALLY BE REMOVED FROM THE "LOTTERY" WAITING LIST, AND YOU WILL BE UNABLE TO TRANSFER TO A DIFFERENT TYPE OF ROOM UNTIL ALL TEMPORARY TRIPLE ROOMS ARE DETRIPLED DURING THE 92-93 school year.**

SPECIAL INSTRUCTIONS FOR EXEMPT RESIDENTS

Residents who are exempt from the "Lottery" and wish to return to these halls must pay or defer the $100 prepayment on or before 3 p.m. Wednesday February 19, 1992 in order to receive Fall housing. Exempt residents include: Prepaid residents, disabled residents, Co-op residents, Yulee residents, Honors Hall residents drawn in the Honors "Mini-Lottery", and Housing staff (i.e. Resident Assistants and Assistant Resident Assistants) who are returning in their positions Fall Semester 1992.

PREPAID RESIDENTS:

Students enrolled in the Florida Prepaid Postsecondary Education Expense Program (F.P.P.E.E.P.) with the residence hall option (through Fall Semester 1992) are "Lottery" exempt. However, each prepaid student must complete all the appropriate procedures in a timely manner to continue the exemption. Eligible Prepaid students will be mailed (residence hall U.S. mailbox) a detailed letter with prepaid instructions on or before Wednesday January 8, 1992. If you do not receive your letter by this date contact the Housing Office (next to Beaty Towers) immediately for further instructions. If your Prepaid contract expires at the end of Spring Semester 1992 and you wish to continue on campus, you must follow the other "Lottery" procedures outlined in this flyer.

DISABLED RESIDENTS:

Current resident students with a physical disability (as defined by law) should take the completed "Lottery" form and prepayment to his/her Area Assistant Director of Housing. These students will then be exempt from the "Lottery." Make an appointment with your respective Assistant Director well before the Wednesday, February 19th deadline to avoid unnecessary complications.

CO-OP RESIDENTS:

Current Co-op residents must turn in their Housing Agreement and $100 prepayment or completed Financial Aid Deferment Form at the Housing Office on or before 3 p.m. Wednesday, February 19, 1992, in order to live on-campus Fall Semester. Co-ops will be permitted to select new members from any students they desire, on-campus or off-campus through Thursday, July 2, at 3:00 p.m. Therefore, in order for any new member to live in a Co-op, the student's Housing Agreement and prepayment must be received in the Housing Office on or before July 2. After July 2, Co-op assignments will be restricted to continuing students who have previously submitted a paid agreement.

YULEE RESIDENTS:

Each student must pay or defer his/her $100 prepayment in order to receive Fall housing. Any current on-campus resident not residing in Yulee at this time must participate in the "Lottery" to be eligible to live in Yulee Hall Fall Semester.

HONORS HALL RESIDENTS:

Honors Hall residents who wish to continue in the Honors Halls must pay or defer the $100 prepayment and participate in a separate selection process (Mini-Lottery) prior to the March 2nd drawing. All students not selected in the Honors Halls process must participate in the March 2nd drawing if they wish to reside elsewhere on-campus. These residents will receive separate instructions for the Honors Halls selection process. Honors Hall students who wish to remain on-campus in a different residence hall must participate in the all-campus "Lottery" rather than or in addition to the East/Weaver Halls selection process.

"I'VE CHANGED MY MIND":

Prior to Friday, May 1, 1992 residents may cancel their Fall/Spring Housing Agreements at the Housing Office for $50. After May 1, 1992, residents must petition for release.

ANY QUESTIONS?
See your R.A., Co-op Officer or visit/call
the Division of Housing at (904) 392-2161
8 a.m. - 12 p.m. and 12:30 p.m. - 4:30 p.m.
Monday through Friday

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UNIVERSITY OF FLORIDA DIVISION OF HOUSING

FALL SEMESTER, 1992 ROOM SIGN-UP

Room sign-up for the Fall Semester, 1992 is for all students who returned their lottery forms with a deferment or prepayment on or before Wednesday February 19. Sign-up will begin March 16, 1992 and continue through March 27. On the appropriate day, students offered Fall Housing must go to the area desk where they wish to live with their Housing Agreement to sign-up for their Fall Semester room. Sign-up hours are from 9:30 AM to 3:00 PM, weekdays March 16 through 27. See the schedule below:

ALL RESIDENCE HALLS

Sign-up for the same room (INCLUDING THE SAME SINGLE ROOM)	---->	March 16 & 17 (Monday & Tuesday)	
Sign-up for different room in same floor, section or house.	---------->	March 18 (Wednesday)	
Sign-up for displaced persons (e.g., East Hall and Weaver Hall Honors, computer interest floor, designated temporary triple and continuing student triple rooms, students displaced due to newly created special visitation sections, Community College Transfers Honors Program and athlete's spaces.	---------->	March 19 (Thursday)	
Sign-up for the same residence area different building.	---------->	March 20 (Friday)	NEW FACILITY ONLY
Sign-up for rooms in different residence areas (CURRENT GRADUATE STUDENTS, SENIORS, JUNIORS).	---------->	March 23 (Monday) --------->	GRADUATE, PROFESSIONAL OR POST BAC. (CURRENTLY OR TO-BE)
Sign-up for rooms in different residence areas (CURRENT SOPHOMORES).	---------->	March 24 (Tuesday) --------->	SENIORS (TO-BE)
Sign-up for rooms in different residence areas (CURRENT FRESHMEN).	---------->	March 25 (Wednesday) --------->	JUNIORS (TO-BE)
Any eligible student who failed to sign-up previously.	---------->	March 26 & 27----> (Thursday & Friday)	Any eligible student who failed to sign-up previously.

NEW FACILITY:

To be eligible for assignment to the new facility, you must have completed 60 credit hours or more when the halls open for Fall 1992. For example, if you have 42 credit hours at the end of the Fall Semester 1991, you must complete an additional 18 credit hours, during Spring and Summer. All students who have signed up will be verified and any student with less then 60 credit hours, will be transferred to another location for the Fall Semester 1992. Any student who currently has less than 42 credit hours completed will not be allowed to sign-up for this facility. In addition, House #2 has been designated for Community College Transfers Honors Program.

SINGLE ROOM ASSIGNMENTS

Single room request forms are available in the Area Office for those who wish to request a single room for Fall Semester. Your request must be submitted on or before Friday March 27, 1992. If you are living in a single room and wish to remain in the same room for Fall Semester, you do not have to fill out a request form, just sign up for your same room on March 16 or 17. If you wish to change to a different single accommodation, or if you are not presently living in a single room, you MUST fill out a request form. Single rooms are assigned by priority date (original Housing payment date). You should sign up for a double room, and if you are offered a single, you will be transferred.

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COMPUTER INTEREST FLOOR:

The 2nd and 3rd floors of Fletcher Hall will be available for those students with an interest in electronic data processing. Students in these rooms will have direct access to CIRCA'S VAX computers and indirect access to the North East Regional Data Center's IBM system. Students living in this section will be charged a prorated share (included in rent) for computer user services. For further information, regarding the application process, please contact the Murphree Area Office. Current residents of the computer interest floors should have already received pertinent information from the Murphree Area Office. If you did not you need to contact them immediately.

YULEE SCHOLARSHIP HALL:

Assignments to this hall are limited to sophomores or above, or students 21 years of age or older. All residents must have and maintain a cumulative grade point average of 3.0 or better. All Yulee rooms are air-conditioned singles (most are large). Students interested in residing in Yulee for the Fall Semester should contact the Yulee Office to complete an application and be placed on a waiting list. Since Yulee assignments will not be finalized until after March 25, it is strongly suggested that you sign-up for a room elsewhere to insure a Housing space. For students desiring a space in Yulee who are currently living in other areas, the assignment process will begin on March 24 from a waiting list. Interested students must sign up for the waiting list, in person at the Yulee desk 8 AM to Noon, 1 PM to 4 PM weekdays.

CO-OPS:

Co-ops will be permitted to select residents from any student(s) they desire, on campus or off campus, until Thursday July 2, 1992 at 4:30 PM. After July 2, co-ops will be restricted to continuing students who requested Housing for the Fall Semester, and co-op vacancies will be made available to the Housing Office to fill in the most expeditious basis. Students interested in moving to Buckman and/or North Halls may complete an application only at the Housing Office. In order to guarantee a Housing space, you should sign up for a room elsewhere until you are accepted into a co-op. If you are accepted into a co-op, you will be notified at a later date.

STUDY/QUIET FLOOR (Male and Female Quiet Floor):

Male students who desire to live in this section must request housing in one of the following rooms: HUME HALL WEST: Ground floor; Rooms 23-44. TOLBERT HALL: 1st Floor; Rooms 105-119.

Female students who desire to live in this section must request housing in one of the following rooms: SOUTH HALL: 1st Floor; Rooms 106-117.

HUME (Change Floors):

Several floors in Hume are being held in reserve to accommodate fluctuations in the number of male and female students for Fall Semester. Students on these floors will automatically be moved to another floor in Hume if their floor is converted for the opposite gender. These floors are listed below.

Far Section 2nd Floor East (206-232)	Center Section 2nd Floor East (233-258)
Far Section 2nd Floor West (236-262)	Center Section 2nd Floor West (208-235)

SPECIAL VISITATION SECTIONS OR FLOORS:

Some residential areas will provide a permanent (for Fall Semester) visitation option. These special floors or sections WILL NOT change during the FALL semester but the residents will have the opportunity to vote to change the visitation plan during the first month of SPRING semester.

Listed below are these special sections or floors:

VISITATION PLAN D (No Visitation): REMEMBER: Even family members of the opposite gender are restricted from these floors!

	Female -	Jennings - Ground Floor (Rooms 12-25)
	Female -	Beaty West - 2nd Floor (Rooms 201-208)
	Male -	Beaty East - 2nd Floor (Rooms 201-208)
VISITATION PLAN A:	Female -	Thomas J (Rooms 100-103, 200-202, 300-303)
	Male -	Thomas D (Rooms 150-153, 250-252, 350-353)
VISITATION PLAN B:	Female -	South 4th Floor (Rooms 410-441)
	Male -	Broward 1st Floor Northwest (Rooms 185-196)

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APPENDIX F

UNIVERSITY VILLAGE APARTMENTS, INC
(MAGUIRE VILLAGE APARTMENTS)
UNIVERSITY OF FLORIDA
GAINESVILLE, ALACHUA COUNTY, FLORIDA
REGISTRATION CERTIFICATE

WITNESSETH:

Whereas the OWNER is the Mortgagor on a mortgage covering the project in which the hereinafter described dwelling unit is situate, which mortgage is insured under Section 221 (d) (3) of the National Housing Act, as amended and which mortgage bears interest at the below market rate provided for under Section 221 (d) (5) of said Act; and

WHEREAS, THE OWNER HAS ENTERED INTO A Regulatory Agreement with the Secretary of Housing and Urban Development acting by and through the Federal Housing Commissioner (Hereinafter called Commissioner) which provides that admission to the project shall be limited to families having a low or moderate income which does not exceed the limits established by the Commissioner and in effect at the time of admission, and,

WHEREAS, pursuant to said Regulatory Agreement, OWNER has agreed (1) to obtain a certification of OCCUPANT'S income prior to admission to the project and a re-certification of income annually (one year) following admission to the project and (2) if any recertification discloses that OCCUPANT'S INCOME exceeds the limit established by the Commissioner and in effect at the time of said recertification, OWNER shall either terminate the lease or require the OCCUPANT to pay an increased rental in accordance with the formula prescribed by the Commissioner.

NOW THEREFORE,

Section I

1. NAME OF OCCUPANT _____ Social Security Number _____-_____-_____
(First) (Middle) (Last)

FAMILY COMPOSITION _____
(Name of Spouse)

_____
(Name of Child or Children)

UNIVERSITY VILLAGE APARTMENT, Inc., hereafter called the Owner, hereby rents to the person named above, hereafter called the Occupant, one _____ Bedroom Apartment Unit Number _____, hereafter called Unit, beginning _____, 19 _____, at a monthly rental of $ _____, subject to adjustments hereinafter provided and to the terms and conditions which Occupant hereby expressly agrees to observe.

2. The monthly rental stipulated herein, approved by the Commissioner, shall include local phone service, basic cable television service, water and sewage only, and shall in no event include electricity. Tenants will be billed each month for the electricity consumed in his/her individual dwelling unit, in addition to the rent specified above.
3. Said rent and other charges shall be payable monthly in advance on or before the first calendar day of each month at University Financial Services, Criser Hall, University of Florida, to OWNER or to such other person or persons as OWNER from time to time by written notice designates.
4. Unless terminated as provided herein, this rental shall be automatically renewed for successive terms of one month each at the aforesaid rental, subject to adjustment as herein provided, payable in advance without demand on the first day of each month. Either party may terminate this rental at the end of the initial term or any successive term by giving thirty (30) days written notice in advance of the departure or termination date to the other party.
5. OCCUPANT agrees that the family income, family composition and other eligibility requirements shall be deemed substantial and material obligations of his/her tenancy with respect to the amount of rental he/she will be obligated to pay and his/her right of occupancy.
6. OCCUPANT agrees that recertification of family income shall be made to the OWNER on a form prescribed by the Commissioner annually from the date of this Rental Agreement; provided, however, that in any event, OCCUPANT shall recertify his/her family income upon the execution of any subsequent Rental Agreement on the aforesaid dwelling unit.
7. OCCUPANT agrees that if any recertification discloses that his/her family income exceeds the limitations established by the Commissioner and in effect at the time of recertification, then OWNER shall have the option of either (a) giving OCCUPANT thirty (30) days written notice to quit and deliver up possession of the premises whereupon this rental shall terminate or (b) increasing OCCUPANT'S rental to an amount computed in accordance with the formula prescribed by the Commissioner. If OCCUPANT'S rental is increased in accordance with this paragraph, OWNER shall give OCCUPANT thirty (30) days notice of the increased rental by an addendum to be made part of this rental agreement stating the new amount OCCUPANT will be required to pay.
8. Without the prior written approval of OWNER, OCCUPANT shall not assign this agreement, sublet the dwelling unit, give accommodation to any roomers or lodgers or permit the use of the dwelling unit for any purpose other than as a private dwelling solely for OCCUPANT and his/her immediate family.
9. OCCUPANT agrees to pay to OWNER any rental which should have been paid but for (a) OCCUPANT'S misrepresentation in his/her initial income certification or recertification, or in any other information furnished to OWNER, or (b) OCCUPANT'S failure to supply income recertifications when required or to supply information requested by OWNER.
10. OCCUPANT for himself/herself and his/her heirs, executors and administrators agrees as follows:
    (a) to pay the rent herein stated promptly when due, without any deductions whatsoever, and without any obligation on the part of the OWNER to make any demand for the same;
    (b) to keep the dwelling unit in a clean and sanitary condition, and to comply with all the laws, policy requirements with respect to said dwelling unit and its appurtenant premises and to save OWNER harmless from all fines, penalties and cost for violations or noncompliances by OCCUPANT with any of said law and policy requirements and from all liability arising out of any such violations or noncompliance.
    (c) not to use the dwelling unit, or any part of the project, for any purpose deemed hazardous by insurance companies carrying insurance thereon;
    (d) that if any damage to the dwelling unit shall be caused by OCCUPANT'S acts or neglect, OWNER may make such repairs as necessary and charge the cost thereof to the OCCUPANT, and OCCUPANT SHALL thereupon reimburse OWNER for the total cost of damages so caused;
    (e) to permit OWNER, or his/her agents, or persons authorized by him/her, or any representative of any holder of a mortgage on the project, to enter the dwelling unit at reasonable times for the purpose of making inspections and repairs and replacements; to permit OWNER to show the dwelling unit to prospective tenants during the last thirty days of the rental term after notice has been given as provided above;
    (f) to permit OWNER or his/her agents to bring any appropriate legal action in the event of a breach or threatened breach by OCCUPANT of any of the covenants or provisions of this rental agreement.
11. OCCUPANT, by the execution of the Rental Agreement, admits that the dwelling unit described herein has been inspected by him/her and meets with his/her approval. OCCUPANT acknowledges hereby that said dwelling unit has been satisfactorily completed, and that owner will not be required to repaint, replaster, or otherwise perform any other work, labor or service which it has already performed for OCCUPANT. The OCCUPANT admits that the dwelling is in a tenan-

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...same condition, and agrees, at the expiration or prior termination of the Rental Agreement, to deliver up and surrender said dwelling unit to OWNER in as good condition as when received, reasonable wear and tear excepted.

12. No alteration, addition, or improvements shall be made in or to the dwelling unit without the prior consent of OWNER in writing.
13. OCCUPANT agrees not to waste utilities furnished by OWNER; not to use utilities or equipment for any improper or unauthorized purpose, and not to place fixtures, signs, or fences in or about the dwelling unit without the prior permission of OWNER in writing. If such permission is obtained, OCCUPANT agrees, upon termination of the rental, to remove any fixtures, signs or fences, at the option of OWNER, without damage to the dwelling unit.
14. OWNER shall maintain the project in good repair and the dwelling unit in tenantable condition, except in case of damage arising from the acts or neglect of the OCCUPANT or his/her agents.
15. This Rental Agreement shall be subordinate in respect to any mortgage that is now on or that hereafter may be placed against said project, and the recording of any mortgage shall have preference and precedence and be superior and prior in lien to this Rental Agreement, irrespective of the date of recording and OCCUPANT agrees to execute any such instrument without cost, which may be deemed necessary or desirable to further affect the subordination of this Rental Agreement to any mortgage, and a refusal to execute such instrument shall entitle OWNER or OWNER'S assigns and legal representatives to the option of cancelling this Rental Agreement and the term hereby granted is expressly limited accordingly.
16. Failure of OWNER to insist upon the strict performance of the terms, covenants, agreements and conditions herein contained, shall not constitute nor be construed as a waiver or relinquishment of OWNER'S right thereafter to enforce any such terms, covenant, agreement, or condition, but the same shall continue in full force and effect.
17. In return for OCCUPANT'S continued fulfillment of the terms and conditions of this Rental Agreement, OWNER covenants that OCCUPANT may at all times while this Rental Agreement remains in effect, have and enjoy for his/her sole use and benefit the dwelling unit herein above described.
18. The OWNER is not liable for loss or damage of OCCUPANT'S personnal property, or failure or interuption of utilities. OCCUPANT'S are encouraged to provide their own personal property loss insurance.

REGULATIONS PERTAINING TO COMMUNITY WELFARE
SECTION II -

In the interest of community welfare, the following regulations shall be observed:

1. **TELEVISION ANTENNAE AND RADIO AERIALS.** Occupant shall not erect a television antenna or radio aerial.
2. **AUTOMOBILES.** Speed limits on apartment housing streets shall be observed as designated. Cars shall be parked only in such a manner and in such areas as designated by the University Village Apartments, Inc. There shall be no parking on sidewalks or lawn areas.
3. **BUSINESS.** Occupant shall not pursue any business on the premises.
4. **FIREHAZARDS.** Occupant shall permit no combustible material to be kept on the premises and shall take every precaution to prevent fires. Fire escapes shall be kept clear of all items and shall be used in case of emergency only.
5. **GUESTS.** Guests shall not be permitted to remain an unreasonable length of time (defined to be not more than TWO WEEKS), without prior consent of University Village Apartments, Inc.
6. **DISTURBANCES.** Occupant shall not conduct or permit in his or her apartment loud parties or activities, or in any manner create disturbances which would cause annoyance or discomfort, to other residents.
7. **HEATING.** Occupants SHALL NOT USE any facilities for heating except those provided by University Village Apartments, Inc., without prior written consent of University Village Apartments, Inc.
8. **LAUNDRY.** Clothes shall be dried only in those areas designated by University Village Apartments, Inc. Occupants shall not erect lines for drying clothing on breezeways or within or adjacent to the apartment housing areas.
9. **PETS.** Occupant shall not keep cats, dogs, parrots, rabbits, chickens, or fowl, or other pets (excluding goldfish, canaries) on the premises.
10. **FIREARMS.** No firearms of any type may be stored or used within or adjacent to the apartment housing area.
11. **SIGNS.** Occupant shall display no signs, placards, or banners of any type in or about the premises.
12. **SOLICITING.** Soliciting, peddling, and canvassing are prohibited in Village Housing. Occupants are requested to report solicitors, peddlers, and canvassers to Village staff or University police.
13. **STORAGE.** Occupant shall not store household or personal property outside the dwelling unit.
14. **PREMISES.** Occupant shall maintain premises, including yards, in a neat and orderly condition. No refuse, loose paper, can, bottles, etc., shall be permitted to accumulate around or underneath dwelling unit.
15. **CONSTRUCTION.** No outdoor construction of any type is allowed without prior written consent of the University Village Apartments, Inc.
16. **LAUNDRY MACHINES.** Occupant may not install a laundry machine in the apartment unit.
17. **DISEASE.** Occupant will report immediately to the University Village Apartments, Inc., any infectious or contagious disease occurring within the apartment unit.
18. **HEAVY ITEMS.** Occupant is not permitted to have in the apartment unit items such as pianos, clothes dryers, freezers, or dishwashers without prior written approval.
19. **OTHER.** Occupant shall not shake, clean, or hang any bedclothes, rugs, mops, dust cloths, etc., from windows or on roofs, and shall not climb on roofs or enter attics.
20. Occupant's apartment will be serviced for pest control by trained Division of Housing personnel.

WITNESS. _____ OWNER

_____

_____

_____ (Husband)

_____ (Wife)

Rev 7/92

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

APPENDIX G

UNIVERSITY OF FLORIDA
SINGLE GRADUATE APARTMENT
REGISTRATION CERTIFICATE

NAME OF STUDENT _____
(First) (Middle) (Last)

VILLAGE _____ UNIT TYPE _____ APARTMENT UNIT NUMBER _____

Date rent begins _____ Monthly Rate (exclusive of any surcharges) $ _____ Security Deposit $ _____

Date: _____ Signature of Student _____

The following Terms and Conditions of Occupancy (hereinafter called Terms) are part of the Rental Agreement signed by the Occupant, defined as the full-time enrolled student. This Rental Agreement supercedes all previous agreements between the University and Occupants.

PART I - GENERAL

1. PROVISIONS
   Occupant agrees to these provisions: (a) to qualify as a full-time student as defined by his or her college or school; (b) to limit occupancy to self (and registered roommate for Schucht Village two bedrooms); (c) to update information presented in and with the original application for assignment; (d) to certify that Occupant does not own property in the Gainesville Area suitable as a primary place of residence.
2. USE OF DWELLING
   A. Occupant shall use and occupy the dwelling unit for which they have signed a rental agreement exclusively as a residence for themselves and for no other purpose, except as may be permitted by the University of Florida (hereinafter called the University). Occupant shall comply with all laws and ordinances affecting the use of occupancy of the premises and with all rules or regulations now or hereafter prescribed by the University for the safety, comfort, and welfare of the occupants of the apartment housing. On payment of all charges and observance of all Terms, Occupant shall hold and enjoy the use and occupancy of their dwelling unit, free from disturbance by any act of the University, its successors or assigns, provided that any failure to furnish utility services shall not be construed as a violation of this condition.
   B. Occupancy Period: Use of the apartment unit shall be for one Academic Term, beginning the first day of occupancy. The conditions and terms of this rental agreement are automatically renewed for successive academic terms until terminated as provided in paragraph six (6) termination of occupancy. Occupant may petition to retain his/her assigned apartment for one term during each Academic Year in which he/she is not enrolled **(one or both summer sessions are considered as one term).**
   C. Conditions, terms, and rates as set forth in these agreements and in the Registration Certificate may be altered by the University on thirty (30) days written notice mailed or delivered to the Occupant as his/her premises, or attached to the door of his/her assigned apartment unit.
3. TERMS OF PAYMENT
   A. Rent or other recurring occupancy charges as specified in the Registration Certificate, or as altered by the University after thirty (30) days notice, plus any surcharges, are payable in advance without demand or billing at the Office of University Financial Services on or before the first day of each calendar month of occupancy. If for some reason the University Financial Services fails to bill the occupant for recurring monthly charges, the occupant remains responsible for payment of these charges. Charges for a partial period of occupancy shall be computed on a basis of 1/30 of the monthly rate for each day in such period. Each month will be considered as having thirty (30) days for the purpose of rental computation.
   B. Initial and recurring payments. Occupant shall pay the rental and other occupancy charges, from the day of occupancy until the end of the month, at the time of signing the Registration Certificate. If the Certificate is signed after the 5th day of the month then the following month's rental charges also must be paid. Subsequent rental payment must be paid in advance for each full month thereafter.
   C. Occupant will be responsible to submit a security deposit before occupying the premises (except Schucht Village). Upon termination of occupancy this deposit may be used to satisfy any debts to the Division of Housing including cleaning or repair charges for any damage to the apartment unit beyond normal wear and tear.
   D. Late payment charge. There will be a five (5) dollar charge assessed in each month that the rental charges for that month are not paid before the fifteenth (15) day of the month.
4. REFUNDS:
   A. Unearned Rent and Security Deposit. If occupancy is terminated at any time other than the last day of the period for which charges have been fully paid, any unearned rent and the security deposit less any amount due the University shall be refunded to the Occupant. To qualify for this refund the Occupant shall have given the required thirty (30) days written notice of intent to vacate (NIV filed with the Resident Manager) and have the apartment unit accepted as in satisfactory condition by the University. Unearned rent refunds shall be calculated on the basis of 1/30 of the monthly rent times the number of days remaining in the period after the date of termination. Each month shall be considered as having thirty (30) days for purpose of rent refund computation.
5. UTILITIES
   A. Electricity: All apartments are individually metered. A per kilowatt hour charge will be made for all kilowatts used. A minimum of $1.00 per month will be charged except in Schucht Village where residents are only billed for electricity used above an established allotment. Electricity consumed in a given month is billed 30 days after the end of the month and is due the date indicated on the bill (At checkout, a tenant will generally still owe up to two months usage not yet billed). Window air-conditioners in Corry and Diamond Villages are allowable. The following appliances are not allowable: hotplates of any type, electric heaters, space heaters, or radiant heaters of any kind. Use of "NOT ALLOWABLE" items is grounds for termination of occupancy.
   B. Water: water for normal use is included within the rent scale in all Villages.
   C. Sewage Sanitation: a utility service furnished by University in all villages and included in the rent scale.
   D. Rubbish and Garbage removal: a utility service included in the rent scale.
   E. Local phone service: local phone service is provided and included within the rent scale for all Villages.
   F. Cable television service: basic cable television service is provided in some villages and is included within the rent scale of those villages.
   G. Ceiling Fans: may only be installed in accordance with Division of Housing guidelines.
6. TERMINATION OF OCCUPANCY
   A. By the University:
      (1) except as indicated in (3) below, occupancy and use of the dwelling unit may be terminated at any time by the University by giving not less than thirty (30) days advance notice in writing, delivered or mailed to the occupant at his her permises or firmly affixed to the door of his/her assigned apartment unit.
      (2) The University reserves the right to transfer occupants within or to other apartment housing villages, if necessary, for maximum utilization of units as determined by the University.
      (3) Without limitation to the following, termination may be invoked if, (a) the occupant defaults in the payment of rent and other charges when due; (b) there is any violation of the Terms; (c) the occupant misrepresents any material fact which he/she has included or caused to be included on the Application for Housing Facilities on the Registration Certificate, (d) the occupant is not registered in the University for the current academic term, fails to carry a full-time academic schedule as defined by his/her college or school, or fails to maintain or become, within two semesters, a degree seeking student. Exceptions to these may be granted by petition
      (4) In the event that the University determines to discontinue occupancy in all or any part of apartment housing, the University reserves the right to require the Occupant to move from his/her dwelling unit, and these Terms shall be terminated in accordance with the provisions hereof, provided, that if other accommodations suitable to Occupant are available in other

parts of apartment housing which are to continue in occupancy under the control of the University, the University may offer him/her an opportunity to occupy such accommodations at the established charges thereof

(5) If the University terminates occupancy and all rights of the Occupant according to 6A (3) above, it shall have the right without further demand or notice or the institution of any legal proceedings whatsoever, to re-enter and take possession of the premises

B. By the Occupant

(1) Occupancy and use of the dwelling unit may be terminated at any time by the Occupant by giving thirty (30) days advance notice in writing (Notice of Intent to Vacate filed with Resident Manager). The occupant shall be responsible for rent through the move-out date identified on their Notice of Intent to Vacate (NIV) providing that that date is at least thirty (30) days subsequent to the date that the NIV was filed with the Resident Manager and that the occupant surrenders the premises on or before that move-out date. In the event that less than thirty (30) days notice is given, the occupant will remain responsible for rent for thirty (30) days from the date that the NIV was filed with the Resident Manager, or until the apartment is re-rented by the Division of Housing, whichever occurs first.

(2) Immediately when any termination becomes effective, Occupant shall quietly and peaceably remove himself/herself, and his/her property from the premises and surrender possession thereof to the University. Upon termination of occupancy, Occupant shall quit and surrender the premises, equipment, and furnishings therein in good order and repair, reasonable wear and tear excepted. Occupant shall submit apartment unit for inspection and acceptance by the appropriate Resident Manager or his representative immediately prior to termination of occupancy. The University shall have the right, without further notice, to sell or otherwise dispose of any personal property abandoned on the premises or in the apartment housing by the Occupant after he/she vacates the premises.

(3) Improper Check-out. Occupants that fail to vacate their apartment on the date indicated on their Notice of Intent to Vacate will be billed twenty five (25) dollars plus a pro-rated portion of their rent. Occupants rent responsibility will be for thirty (30) days from the date that the occupant failed to vacate or until the Division of Housing is able to re-rent the apartment, whichever occurs first.

(4) Transfer Charges. Occupants that request and are granted an apartment transfer within Village Housing will be assessed a fifty (50) dollar transfer charge (except within Schucht Village).

7. OCCUPANT'S RESPONSIBILITIES:

A. Occupant shall assist and cooperate with the University in the care and maintenance of the premises, including grounds, and shall report promptly to the management office any breakage, damage, or need for repair of the dwelling unit, facilities, or equipment therein. Occupant SHALL NOT ADJUST OR TAMPER WITH ANY MECHANICAL, GAS FIRED, OR ELECTRICAL EQUIPMENT.

B. Occupant shall make no alterations, changes, repairs, remodeling, or painting of the premises or equipment therein without prior consent of the University. Occupant shall use no screws or nails on the premises; picture hangers on hooks are limited to 1½" in length. Occupant shall not use padlocks or change locks already in use.

C. The Occupant shall permit the duly authorized agent, employee, or representative of the University to enter without notice any part of the dwelling unit during reasonable hours for the purpose of making inspection, improvements, or repairs to any part of such dwelling unit.

D. Occupant shall not transfer possession, lease, or sublet the premises nor give accommodations to roomers, boarders, or lodgers.

E Occupant shall deposit garbage, rubbish, and other waste in containers provided in the village for this purpose and shall help to keep the area around these rubbish containers clean and in a sanitary condition.

F Occupant shall be responsible for the care and preservation of all University-owned moveable equipment, furniture and furnishings provided in the dwelling. He/she shall sign for same in the manner prescribed by the University

G The Occupant agrees to comply with all regulations concerning student conduct.

8. INFORMATION REQUIRED BY THE UNIVERSITY

Occupant shall submit to the University all information [illegible] University may request, certify such information [illegible] during the right of continued occupancy

PART II: COMMUNITY WELFARE

1. Occupant shall not erect television or radio antenna in the apartment unit or on the apartment building
2. Occupant shall operate motorized vehicles in compliance with University Parking Department regulations and observe Campus Parking regulations. Driving or parking motorized vehicles on village sidewalks, lawns or breezeways is prohibited.
3. Occupant shall not pursue any business on the premises or in the apartment units
4. Occupant shall permit no combustible material to be kept in or around the premises and take every precaution to prevent fires.
5. Occupant is permitted to have guests of the same gender in his/her apartment unit for a reasonable length of time (defined as no more than TWO WEEKS), with prior written consent of the University Housing Office.
6. Occupant shall not conduct or permit in his or her apartment loud parties or activities, or in any manner create disturbances which would cause annoyance or discomfort to other residents. Occupant will not permit premises to be used for any illegal purposes.
7. Occupant shall not use any appliance(s) for heating except those provided by the University without prior written approval by the University
8. Occupant shall dry clothes only in those areas designated by the University. Drying clothes on clotheslines, fences, breezeways or on adjacent apartment building areas is not permitted.
9. NO ANIMALS are allowed in or around University Housing facilities, with the exception of fish, guinea pigs, hamsters, gerbils, crabs, turtles, dwarf rabbits, non-predatory domesticated birds not to exceed one-half pound; exotic birds up to three pounds. Feeding stray animals on village grounds is prohibited.
10. Occupant shall not keep or use any firearms within or adjacent to the apartment or on University property.
11. Occupant shall display no signs, placards, or banners of any type in or about the premises.
12. Soliciting, peddling, and canvassing are prohibited in Village Housing. Occupants are requested to report solicitors, peddlers, and canvassers to Village staff or University police.
13. Occupant shall store any household or personal property in a manner prescribed by the University. Storage on breezeways is prohibited.
14. Occupant shall maintain premises, including yards, in a neat and orderly condition. No refuse, toys, loose paper, cans, bottles, etc., shall be permitted to accumulate around the dwelling unit. Vegetable gardening around village apartments is prohibited.
15. Occupant shall secure prior written approval by the University before doing any construction in or around his/her assigned apartment building.
16. Occupant shall decal and park any trailer and/or boat only in areas designated by Campus Traffic and Parking regulations.
17. Disease: Occupant will report immediately to the University any infectious or contagious disease occurring within the apartment villages.
18. Occupants in upstairs apartments shall not have pianos, waterbeds, freezers, clothes dryers, washing machines or dishwashers.
19. Other: Occupant shall not shake, clean, or hang any bedclothes, rugs, mops, dust cloths, etc., from windows, on fences, or on roofs, and shall not climb on roofs to enter attics.
20. Occupant's apartment will be serviced for pest control monthly by trained Division of Housing personnel.

PART III - REPRESENTATIVES AND WAIVERS

Neither the University, Resident Managers, agents, nor employees of the foregoing shall be held to have made any representations or promises with respect to any part of the premises or dwelling units contrary to the terms set forth herein. The failure of the University to insist, in any one or more instance, upon the strict observance of any of the Terms shall not be considered as a waiver or relinquishment of such Terms in any other instances, but the same shall continue in full force and effect. The rights and remedies given to the University under these terms are distinct and separate remedies and no one of them, whether exercised or not, shall be deemed to be in exclusion of any of the others.

The University reserves the right to make such other rules as may be deemed appropriate or necessary for the safety, care, and cleanliness of premises and for securing the comfort and convenience of all village residents.

Date. _____ Signature of Student _____

Witnessed by _____

APPENDIX H

UNIVERSITY OF FLORIDA
FAMILY HOUSING
REGISTRATION CERTIFICATE

NAME OF STUDENT _____
(First) (Middle) (Last)

FAMILY COMPOSITION _____
(Name of Spouse)

_____
(Name of Child or Children)

VILLAGE _____ UNIT TYPE _____ APARTMENT UNIT NUMBER _____

Date rent begins _____ Monthly Rate (exclusive of any surcharges:) $ _____ Security Deposit $ _____

Date: _____ Signature of Student _____

Date: _____ Signature of Spouse _____

The following Terms and Conditions of Occupancy (hereinafter called Terms) are part of the Rental Agreement signed by the Occupant, defined as the full-time enrolled student and spouse. This Rental Agreement supercedes all previous agreements between the University and Occupants.

PART I - GENERAL

1. PROVISIONS
   Occupant(s) agree to these provisions: (a) to qualify as a full-time student as defined by his or her college or school; (b) to permit occupancy of the premises by spouse, child or children only (other relatives or housekeeper may not occupy premises); (c) to update information presented in and with the original application for assignment; (d) to certify that neither Occupant owns property in the Gainesville Area suitable as a primary place of residence.
2. USE OF DWELLING
   A. Occupant and spouse shall use and occupy the dwelling unit for which they have signed a rental agreement exclusively as a residence for themselves and immediate family and for no other purpose, except as may be permitted by the University of Florida (hereinafter called the University). Occupant admitted as part of a family unit shall preserve the family relationship intact during the period of occupancy. In the case of the spouse who is not the student and/or child or children, periods of absence shall be limited to one calendar month per year, exclusive of regularly scheduled vacations in the academic calendar, or emergency absence with the prior approval of the University. Occupant and spouse shall comply with all laws and ordinances affecting the use of occupancy of the premises and with all rules or regulations now or hereafter prescribed by the University for the safety, comfort, and welfare of the occupants of the apartment housing. On payment of all charges and observance of all Terms, Occupant and spouse shall hold and enjoy the use and occupancy of their dwelling unit, free from disturbance by any act of the University, its successors or assigns, provided that any failure to furnish utility services shall not be construed as a violation of this condition.
   B. Occupancy Period: Use of the apartment unit shall be for one Academic Term, beginning the date that rent begins. The conditions and terms of this rental agreement are automatically renewed for successive academic terms until terminated as provided in paragraph six (6) termination of occupancy. Occupant may petition to retain his/her assigned apartment for one term during each Academic Year in which he/she is not enrolled (one or both summer sessions are considered as one term).
   C. Conditions, terms, and rates as set forth in these agreements and in the Registration Certificate may be altered by the University on thirty days advance written notice mailed or delivered to the Occupant at his/her premises, or attached to the door of his/her assigned apartment unit.
3. TERMS OF PAYMENT
   A. Rent or other recurring occupancy charges as specified in the Registration Certificate, or as altered by the University after thirty (30) days notice, plus any surcharges, are payable in advance without demand or billing at the Office of University Financial Services on or before the first day of each calendar month of occupancy. If for some reason the University Financial Services fails to bill the occupant for recurring monthly charges, the occupant remains responsible for payment of these charges. Charges for a partial period of occupancy shall be computed on a basis of 1/30 of the monthly rate for each day in such period. Each month will be considered as having thirty (30) days for the purpose of rental computation.
   B. Initial and recurring payments. Occupant shall pay the rental and other occupancy charges, from the day of occupancy until the end of the month, at the time of signing the Registration Certificate. If the Certificate is signed after the 5th day of the month then the following month's rental charges also must be paid. Subsequent rental payment must be paid in advance for each full month thereafter.
   C. Occupant will be responsible to submit a security deposit before occupying the premises. Upon termination of occupancy this deposit may be used to satisfy any debts to the Division of Housing including cleaning or repair charges for any damage to the apartment unit beyond normal wear and tear
   D. Late payment charge. There will be a five (5) dollar charge assessed in each month that the rental charges for that month are not paid before the fifteenth (15) day of the month.
4. REFUNDS:
   A. Unearned Rent and Security Deposit. If occupancy is terminated at any time other than the last day of the period for which charges have been fully paid, any unearned rent and the security deposit, less any amount due the University shall be refunded to the Occupant. To qualify for this refund the Occupant shall have given the required thirty (30) days written notice of intent to vacate (NIV filed with the Resident Manager) and have the apartment unit accepted as in satisfactory condition by the University. Unearned rent refunds shall be calculated on the basis of 1/30 of the monthly rent times the number of days remaining in the period after the date of termination. Each month shall be considered as having thirty (30) days for purpose of rent refund computation.
5. UTILITIES
   A. Electricity: All apartments are individually metered. A per kilowatt hour charge will be made for all kilowatts used. A minimum of $1.00 per month will be charged. Electricity consumed in a given month is billed 30 days after the end of the month and is due the date indicated on the bill. (At checkout, a tenant will generally still owe up to two months usage not yet billed). Window air-conditioners in Corry and Diamond Villages are allowable. The following appliances are not allowable: hotplates of any type, electric heaters, space heaters, or radiant heaters of any kind. Use of "NOT ALLOWABLE" items is grounds for termination of occupancy.
   B. Water: water for normal family use is included within the rent scale in all Villages.
   C. Sewage Sanitation: a utility service furnished by University in all villages and included in the rent scale.
   D. Rubbish and Garbage removal: a utility service included in the rent scale.
   E. Local phone service: local phone service is provided and included within the rent scale for all Villages.
   F. Cable television service: basic cable television service is provided in some villages and is included within the rent scale of those villages.
   G. Ceiling Fans: may only be installed in accordance with Division of Housing guidelines.
6. TERMINATION OF OCCUPANCY
   A. By the University:
      (1) except as indicated in (3) below, occupancy and use of the dwelling unit may be terminated at any time by the University by giving not less than thirty (30) days advance notice in writing, delivered or mailed to the occupant at his/her permises or firmly affixed to the door of his/her assigned apartment unit.
      (2) The University reserves the right to transfer occupants within or to other apartment housing villages, if necessary, for maximum utilization of units as determined by the University.
      (3) Without limitation to the following, termination may be invoked if, (a) the occupant defaults in the payment of rent and other charges when due; (b) there is any violation of the Terms; (c) the occupant misrepresents any material fact which he/she has included or caused to be included on the Application for Housing Facilities on the Registration Certificate; (d) the occupant is not registered in the University for the current academic term, fails to carry a full-time academic schedule as defined by his/her college or school, or fails to remain or become, within two semesters, a degree seeking student. Exceptions to these may be granted by petition.
      (4) In the event that the University determines to discontinue occupancy in all or any part of apartment housing, the University reserves the right to require the Occupant to move from his/her dwelling unit, and these Terms shall be terminated in accordance with the provisions hereof, provided, that if other accommodations suitable to Occupant are available in other parts of apartment housing which are to continue in occupancy under the control of the University may offer him/her an opportunity to occupy such accommodations at the established charges thereof
      (5) If the University terminates occupancy and all rights of the Occupant according to 6A(3) above, it shall have the right without further demand or notice or the institution of any legal proceedings whatsoever to re-enter and take possession of the premises
   B. By the Occupant
      (1) Occupancy and use of the dwelling unit may be terminated at any time by the Occupant by giving thirty (30) days advance notice in writing (Notice of Intent to Vacate filed with Resident Manager). The occupant shall be responsible for rent through the move out date identified on their Notice of Intent to Vacate (NIV) providing that that date is at least thirty

(30) days subsequent to the date that the NIV was filed with the Resident Manager and that the occupant surrenders the premises on or before that move out date. In the event that less than thirty (30) days notice is given, the occupant will remain responsible for rent for thirty days from the date that the NIV was filed with the Resident Manager or until the apartment is re-rented by the Division of Housing, whichever occurs first.

(2) Immediately when any termination becomes effective, Occupant shall quietly and peaceably remove himself/herself, his/her family and his/her property from the premises and surrender possession thereof to the University. Upon termination of occupancy, Occupant shall quit and surrender the premises, equipment, and furnishings therein in good order and repair, reasonable wear and tear excepted. Occupant shall submit apartment unit for inspection and acceptance by the appropriate Resident Manager or his representative immediately prior to termination of occupancy. The University shall have the right, without further notice, to sell or otherwise dispose of any personal property abandoned on the premises or in the apartment housing by the Occupant after he/she vacates the premises.

(3) Improper Check-out. Occupants who fail to vacate their apartment on the date indicated on their Notice of Intent to Vacate will be billed twenty five (25) dollars plus a pro-rated portion of their rent. Occupants rent responsibility will be for thirty (30) days from the date that the occupant failed to vacate or until the Division of Housing is able to re-rent the apartment, whichever occurs first.

(4) Transfer Charges. Occupants that request and are granted an apartment transfer within Family Housing will be assessed a fifty (50) dollar transfer charge.

7. OCCUPANT'S RESPONSIBILITIES:
   - A. Occupant shall assist and cooperate with the University in the care and maintenance of the premises, including grounds, and shall report promptly to the management office any breakage, damage, or need for repair of the dwelling unit, facilities, or equipment therein. Occupant SHALL NOT ADJUST OR TAMPER WITH ANY MECHANICAL, GAS FIRED, OR ELECTRICAL EQUIPMENT.
   - B. Occupant shall make no alterations, changes, repairs, remodeling, or painting of the premises or equipment therein without prior consent of the University. Occupant shall use no screws or nails on the premises; picture hangers on hooks are limited to 1½" in length. Occupant shall not use padlocks or change locks already in use.
   - C. The Occupant shall permit the duly authorized agent, employee, or representative of the University to enter without notice any part of the dwelling unit during reasonable hours for the purpose of making evaluations, improvements, or repairs to any part of such dwelling unit.
   - D. Occupant shall not transfer possession, lease, or sublet the premises nor give accommodations to roomers, boarders, or lodgers.
   - E. Occupant shall deposit garbage, rubbish, and other waste in containers provided in the village for this purpose and shall help to keep the area around these rubbish containers clean and in a sanitary condition.
   - F. Occupant shall be responsible for the care and preservation of all University-owned moveable equipment, furniture and furnishings provided in the dwelling. He/she shall sign for same in the manner prescribed by the University.
   - G. Both the Occupant and his/her spouse agree to comply with all regulations concerning student conduct.
8. INFORMATION REQUIRED BY THE UNIVERSITY

   Occupant shall, upon request, submit to the University all information regarding family composition and student status. The University may re-certify such information for the purpose of determining the right of continued occupancy.

PART II - COMMUNITY WELFARE

1. Occupant shall not erect television or radio antenna in the apartment unit or on the apartment building.
2. Occupant shall operate motorized vehicles in compliance with University Police Department regulations and observe Campus Parking regulations. Driving or parking motorized vehicles on village sidewalks, lawns or breezeways is prohibited.
3. Occupant shall not pursue any business on the premises or in the apartment units.
4. Occupant shall permit no combustible material to be kept in or around the premises and take every precaution to prevent fires.
5. Occupant is permitted to have guests in his/her apartment unit for a reasonable length of time (defined as no more than TWO WEEKS), with prior written consent of the University Housing Office.
6. Occupant shall not conduct or permit in his or her apartment loud parties or activities, or in any manner create disturbances which would cause annoyance or discomfort to other residents. Occupant will not permit premises to be used for any illegal purposes.
7. Occupant shall not use any appliance(s) for heating except those provided by the University without prior written approval by the University.
8. Occupant shall dry clothes only in those areas designated by the University. Drying clothes on clotheslines, fences, breezeways or on adjacent apartment building areas is not permitted.
9. NO ANIMALS are allowed in or around University Housing facilities, with the exception of fish, guinea pigs, hamsters, gerbils, crabs, turtles, dwarf rabbits, non-predatory domesticated birds not to exceed one-half pound; exotic birds up to three pounds. Feeding stray animals on village grounds is prohibited.
10. Occupant shall not keep or use any firearms within or adjacent to the apartment or on University property.
11. Occupant shall display no signs, placards, or banners of any type in or about the premises.
12. Soliciting, peddling, and canvassing are prohibited in Village Housing. Occupants are requested to report solicitors, peddlers, and canvassers to Village staff or the University police.
13. Occupant shall store any household or personal property in a manner prescribed by the University. Storage on breezeways is prohibited.
14. Occupant shall maintain premises, including yards, in a neat and orderly condition. No refuse, toys, loose paper, cans, bottles, etc., shall be permitted to accumulate around the dwelling unit. Vegetable gardening around village apartments is prohibited.
15. Occupant shall secure prior written approval by the University before doing any construction in or around his/her assigned apartment building.
16. Occupant shall decal and park any trailer and/or boat in areas designated by Campus Traffic and Parking regulations.
17. Disease: Occupant will report immediately to the University any infectious or contagious disease occurring within the apartment villages.
18. Occupants in upstairs apartments shall not have pianos, waterbeds, freezers, clothes dryers, washing machines or dishwashers.
19. Other: Occupant shall not shake, clean, or hang any bedclothes, rugs, mops, dust cloths, etc., from windows, on fences, or on roofs, and shall not climb on roofs to enter attics.
20. Occupant's apartment will be treated for insect control monthly by trained Division of Housing personnel.

PART III - REPRESENTATIVES AND WAIVERS

Neither the University, Resident Managers, agents, nor employees of the foregoing shall be held to have made any representations or promises with respect to any part of the premises or dwelling units contrary to the terms set forth herein. The failure of the University to insist, in any one or more instance, upon the strict observance of any of the Terms shall not be considered as a waiver or relinquishment of such Terms in any other instances, but the same shall continue in full force and effect. The rights and remedies given to the University under these terms are distinct and separate remedies and no one of them, whether exercised or not, shall be deemed to be in exclusion of any of the others.

The University reserves the right to make such other rules as may be deemed appropriate or necessary for the safety, care, and cleanliness of premises, and for securing the comfort and convenience of all village residents.

Date: _____ Signature of Student _____

Date: _____ Signature of Spouse _____

Witnessed by: _____

1604

Rev. 08/92

BEST COPY AVAILABLE

APPENDIX IA

Complete all items
Please Print or Type

APPLICATION FOR SINGLE GRADUATE STUDENT APARTMENT HOUSING
UNIVERSITY OF FLORIDA

For Semester Beginning:

_____ _____ _____
SEMESTER YEAR

For Apartment in (check one or more)

Corry Village (furnished) ☐
Corry Village (unfurnished) ☐
Diamond Village (unfurnished) ☐
Schucht Village (furnished) ☐ (Two bedroom/two persons)

APPLICANT
(Mr.) (Ms.)_____ Soc. Sec. Number _____
LAST FIRST

Gainesville
Address (if currently enrolled) _____ Telephone Number _____

Permanent Home
Mailing Address_____ Telephone Number _____

My classification will be (check one)

Medical ____ Dental ____ Veterinary ____ Graduate ____ Undergraduate (Schucht Village only) ____

Medical & Dental: HOUSESTAFF Year of Residency _____ (for Diamond Village Only)

Do you have any chronic ailments or physical disabilities which will affect your apartment assignment? Yes ____ No ____
(If "yes" please attach doctor's statement.)

Schucht Village ROOMMATE PREFERENCE (IF ANY)_____

Prefer: NON-SMOKER _____ SMOKER _____ NO PREFERENCE _____ (An attempt will be made to honor requests, but no guarantees can be made.) ROOMMATE PREFERENCES FOR SCHUCHT VILLAGE WILL BE HONORED, IF POSSIBLE, PROVIDED THE APPLICATIONS INDICATE MUTUAL REQUESTS AND ARE FILED TOGETHER. PERSONS ASSIGNED TO AN APARTMENT WILL BE OF THE SAME GENDER.

WAITING LIST: Your place on the waiting list is determined solely upon receipt of your signed and paid application. The waiting list is updated prior to each academic term. **Thus your waiting list number is subject to change in either direction.** PLEASE NOTE THAT FAMILIES HAVE TOP PRIORITY FOR ASSIGNMENT TO CORRY AND DIAMOND.

Single UF graduates and professional students are eligible to apply for one-bedroom apartments in Diamond and/or Corry villages. Residents are responsible for paying gas and electricity in addition to the monthly rental rate. The apartment will be for one student only; no roommates or subletting is allowed. **A LIMITED NUMBER OF APARTMENTS ARE AVAILABLE FOR SINGLE STUDENTS.**

For Schucht Village: All applications will be considered for a two bedroom apartment **ONLY.** TO BE CONSIDERED FOR A ONE-BEDROOM APARTMENT YOU MUST BE A CURRENT RESIDENT AND COMPLETE A TRANSFER REQUEST FORM. For each assignment period, first priority is given to Medical, Dental, and Veterinary students. Second priority is given to Graduate and Post-Bac students. Third priority is given to Undergraduates. Rent includes utilities up to a set maximum rate. If a resident exceeds this amount, he/she will be billed accordingly. Apartments are air-conditioned, carpeted, and equipped with basic furniture. **University furniture must remain in the apartment.** Local phone service and cable television hook-up are provided. **Phone instruments are not included.**

I UNDERSTAND AND AGREE THAT:

(1) The $10.00 application fee is NOT refundable.
(2) The University's acceptance of my application does not guarantee an assignment and an assignment does not guarantee admission to the University.
(3) University Regulations on conduct and policies under which Housing Facilities are operated must be observed at all times during period of residence.
(4) I must qualify as a full-time student as defined by my college or school.
(5) If I fail to respond to an offer of assignment my application will be cancelled.
(6) Rent is prorated for the balance of the month beginning with the availability date of assignment. If an apartment is assigned on or after the 5th of any month, payment must be made for the balance of the month plus the following month. In addition to prepayment of rent a $95.00 security deposit is required for Corry and Diamond Village.

Date: _____ Student Signature:_____

FOR OFFICE USE ONLY: Application fee received:

DATE: _____ TIME: _____

EQUAL EMPLOYMENT OPPORTUNITY/
AFFIRMATIVE ACTION EMPLOYER

Rev. 3/92
Effective 7/92

Complete all items
Please Print or Type

APPLICATION FOR FAMILY HOUSING
UNIVERSITY OF FLORIDA

For Semester Beginning:

_____ _____
SEMESTER YEAR

For Apartment in (check one or more)
Furnished ☐ Unfurnished ☐
Corry Memorial Village ☐

Unfurnished only:
Maguire Village ☐
University Village South ☐
Diamond Memorial Village ☐
Tanglewood Village ☐

APPLICANT
(Mr.) (Ms.) _____ Soc. Sec. Number _____
LAST FIRST

Gainesville
Address (if currently enrolled) _____ Telephone Number _____
(STREET & NO OR P O BOX)

Permanent Home
Mailing Address _____ Telephone Number _____
(STREET & NO. OR P. O. BOX) (CITY) (STATE) (ZIP CODE)

My classification will be (check one) Undergraduate ☐ Graduate ☐ Medical & Dental: HOUSESTAFF Year of Residency ____
INTERN ☐ STUDENT ☐ 1 M.D. ____ D.N. ____ 2 M.D. ____ D.N. ____ 3 M.D. ____ D.N. ____ 4 M.D. ____ D.N. ____
Your Birthdate _____ Marital Status: Married ☐ Single ☐ Divorced or widowed with dependent children ☐
(MO) (DAY) (YR)

Please list names of persons who will occupy apartment with you:

	NAME	RELATIONSHIP	BIRTHDAY
Spouse (If any) Child(ren)			
If you are planning to marry:		Planned wedding date:	

Do you or members of your family have any chronic ailments or physical disabilities which will affect your apartment assignment?
Yes ☐ No ☐ (If "yes" please attach doctor's statement)

WAITING LIST: Your place on the waiting list is determined solely upon receiving your signed and paid application. The waiting list is updated prior to each academic term. **Thus, your waiting list number is subject to change in either direction.**

FAMILY INCOME CERTIFICATION: **To be completed only if you will accept an assignment to Maguire Village** and your income is within the limits for Maguire. (See information sheet for limits)
Report income from **all sources** for **all members** of the family for the expected initial year of occupancy in married student housing. This may be either current or projected income.

NO.	NAME AND WHERE EMPLOYED		ANNUAL INCOME BEFORE DEDUCTIONS
1.			$
2.			
		TOTAL INCOME	$

I UNDERSTAND AND AGREE THAT:
(1) The $10.00 application fee is **NOT** refundable.
(2) The University's acceptance of my application does not guarantee an assignment and an assignment does not guarantee admission to the University.
(3) University Regulations on conduct and policies under which Housing Facilities are operated must be observed at all times during period of residence.
(4) I must qualify as a full-time student as defined by my college or school.
(5) If an assignment is offered and I am unable or ineligible to accept, my application will be cancelled.
(6) A $95.00 security deposit is required along with prepayment of the 1st. month's rent at the time I receive an apartment assignment.

I hereby certify that the above information is true and complete to the best of my knowledge and inquiries may be made to verify the statements made herein. This certification is made with full knowledge of the Family Income Limitations (For Maguire Village only) prescribed by the Department of Housing and Urban Development for Maguire Village.

Date _____ Signature: Student _____ Spouse/Fiance(e) _____

FOR OFFICE USE ONLY: Application fee received:

DATE: _____ TIME: _____

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

APPENDIX J
UF DIVISION OF HOUSING
ADA SELF-EVALUATION
ACCESSIBILITY OF FACILITIES AND TRANSITION PLAN

BEATY/JENNINGS AREA

Beaty Towers

1) Provide curb cuts at disabled spaces, 1:12 slope for access. Timeline: By September 1, 1993. Cost: $900.00

2) Adjust all doors to require no more than eight (8) pounds of force to operate.

3) Lower elevator controls to a maximum height of 48". Install proper elevator control identifying characters to the left of each control, on a color contrasting background. Braille symbols should be placed directly adjacent to the number or letter characters (letters raised .025"). Floor designations should be provided on both sides of the jambs of each elevator hoistway entrance. Timeline: Beaty East 1993, Beaty West 1994. Cost: Beaty East $3,900.00, Beaty West $4,200.00

4) Provide one apartment which will be completely accessible as follows:

Install 36" doors at entry.

Bath: Install 36" entry door with lever handles and swing out provide 32" minimum entrance passage in bath area, modify vanity cabinet with 27" clearance underneath, insulate drain and hot water pipe under sink. Install grabs bars, modified toilet with thickened seat, install roll-in shower with seat and 5' hose with hand controls at shower head, provide lever handles on all faucets, lower mirror.

Kitchen: Modify cabinet under kitchen sink to accommodate 27" clearance, lower counter top height to 32", provide lever handles on all faucets, insulate hot water pipe and sink drain, install upper cabinets at a maximum height to bottom shelf of 48", provide roll out shelving on all base cabinets.

Bedroom: Install 36" entry door with lever handles, install supports for lowering closet rod and shelf to 48" maximum height.

Timeline: Summer 1993 Cost: $6,400.00

5) Common Areas: Provide drinking fountain with height of 32" maximum, provide 36" door on men's and women's baths, remove interior vestibule doors and frames, install new toilet partitions with 36" clearance, install grabs bars, lower mirrors and towel dispensers, provide 27" clearance underneath lavatories, insulate hot water piping and drains. Timeline: 1994 Cost: $2,900.00

Jennings Hall

1) Provide parking for disabled persons at the east and west first floor entrance and provide curb cuts and ramps as necessary. Timeline: By September 1, 1993. Cost: $1,200.00

2) Provide one room in each wing of the building to be accessible with 36" entry doors and lowered closet shelves and supports as necessary. Cost: $1,200.00

3) Provide handrail on one side of interior ramp from recreation room to west wing of first floor. Cost: $250.00

4) Install 36" door to laundry room and provide accessible laundry machines. Cost: $400.00

5) Install water fountains so that the drinking spout is 32" to 36" above finish floor.

6) West Wing Bath: Install 36" entry door, adjust toilet partition to accommodate a 36" clearance and install new 34" door to swing out, install grab bars as necessary, insulate hot water line and drain underneath lavatory sink, lower mirror and towel dispenser. Install 48" minimum inside clearance roll-in shower with seat and five (5) foot long shower hose with valve controlled shower head. Cost: $3,100.00

7) East Wing Bath: Same as above Cost: $3,100.00

8) Install holeless elevator from lobby to recreation room. Cost: $50,000.00

Timeline: Summer 1994 (#2 thru #8)

BROWARD/RAWLINGS/YULEE AREA

Broward Hall

1) Provide disabled parking in the closest space near the north entrance to the Broward Lobby. Timeline: Summer 1993

2) Adjust all doors to require no more than eight (8) pounds of force to operate. Timeline: Spring 1993

3) Convert one freight elevator (northeast) for passenger service with appropriate devices to accommodate persons with disabilities (Cost: $120,000.00) or install a holeless elevator from first floor to ground floor at corner of southeast section and center section (Cost: $85,000.00). Timeline: 1995.

4) Modify one or two rooms to accommodate access as follows:
   a) Install 36" entry door
   b) Lower closet rod and shelf down to 54" A.F.F.
   Timeline: Summer 1993 Cost: $500.00

5) Adjust toilet partitions to 36" minimum clearance and install grab bars as required. Timeline: Summer 1993 Cost: $200.00

6) Insulate hot water lines and drains underneath sinks. Cost: $50.00

7) Lower mirrors and toilet dispensers.

8) Install water fountains so that drinking spout is 32"-36" above finish floor.

Mallory Hall

1) Provide disabled parking on the west entrance circle drive and install curb cuts and ramps as necessary. Timeline: By September 1, 1993. Cost: $600.00

2) Provide 36" main entrance door with appropriate hardware. Cost: $600.00

3) Adjust all doors to require eight (8) pounds of force to operate door.

4) Install 36" entry door to TV lounge. Cost: $400.00

5) Install water fountains so that the drinking spout is 32" to 36" above finish floor.

6) Install 36" entry door on typical room and lower shelves and closet rod as necessary. Cost: $600.00

7) First Floor Bath: Install 36" entry door, adjust toilet partition to accommodate a 36" clearance and install new 34" door to swing out, install grab bars as necessary, insulate hot water line and drain underneath lavatory sink, lower mirror and towel dispenser. Install 48" minimum inside clearance roll-in shower with seat and five (5) foot long shower hose with valve controlled shower head. Cost: $3,200.00

   Timeline: Summer 1995 (#2 thru #7)

Rawlings Hall

1) Provide disabled parking with necessary curb cuts and ramps at the rear entrance to Rawlings Hall first floor. Timeline: By September 1, 1993. Cost: $1,200.00

2) Install 36" entry door on a typical sleeping room on the first floor. Lower closet shelf and rod as necessary. Cost: $600.00

3) Adjust all doors to require no more than eight (8) pounds of force to operate.

4) Install 36" entry door to bathroom, adjust toilet partition to accommodate 36" clearance and install new 34" door that swings out, install grab bars as necessary, provide 27" minimum clearance and insulate hot water line and drain underneath lavatory sink, install 48" minimum inside clearance roll-in shower with seat and five (5) foot long hose with valve control shower head, lower mirror and towel dispenser. Cost: $3,500.00

5) Install water fountain so that drinking spout is 32" to 36" above finish floor.

6) Convert the freight elevator to a passenger service elevator to accommodate disabled persons as indicated. Lower elevator controls to a maximum height of 48". Install proper elevator control identifying characters to the left of each control, on a color contrasting background. Braille symbols should be placed directly adjacent to the number or letter characters (letters raised .025"). Floor designations should be provided on both sides of the jambs of each elevator hoistway entrance. Cost: $110,000.00

7) Install a accessible washer/dryer. Timeline: August 1993
Cost: Vendor Expense

8) Install ramp from east entrance. Cost: $3,000.00

Timeline: Summer 1996 (#2 thru #8)

Reid Hall

Not accessible to wheelchair bound students, but this building is similar in characteristics to Yulee Hall and Mallory Hall which will be accessible.

Yulee Hall

1) Provide disabled parking with necessary curb cuts and ramps in the parking area east of the building. Timeline: By September 1, 1993.
Cost: $600.00

2) Install 36" entry door on a typical sleeping room on the ground floor. Lower closet shelf and rod as necessary. Cost: $600.00

3) Adjust all doors to require no more than eight (8) pounds of force to operate.

4) Install 36" entry door to bathroom, enlarge paths to toilets to accommodate 36" clearance, adjust toilet partition to accommodate 36" clearance and install new 34" door that swings out, install grab bars as necessary, provide 27" minimum clearance and insulate hot water line and drain underneath lavatory sink, install 48" minimum inside clearance roll-in shower with seat and five (5) foot long hose with valve control shower head, lower mirror and towel dispenser. Cost: $4,500.00

5) Install water fountain so that drinking spout is 32" to 36" above finish floor.

6) Convert the freight elevator to a passenger service elevator to accommodate disabled persons as indicated. Lower elevator controls to a maximum height of 48". Install proper elevator control identifying characters to the left of each control, on a color contrasting background. Braille symbols should be placed directly adjacent to the number or letter characters (letters raised .025"). Floor designations should be provided on both sides of the jambs of each elevator hoistway entrance. Cost: $110,000.00

Timeline: Summer 1996

GRAHAM/HUME AREA

Graham Hall

1) Provide disabled parking space in closest space near the north end first floor entrance. Timeline: By September 1, 1993.

2) Construct curb cuts and ramps as necessary. Timeline: By September 1, 1993. Cost: $1,500.00

3) Adjust all doors so that they require no more than eight (8) pounds of force to operate.

4) In one bedroom install 36" entry door and provide shelf and rods as necessary. Cost: $600.00

5) Install 36" entry door to bathroom, adjust all toilet partitions to 36" width, install grab bars as necessary, insulate hot water lines and drains, provide 27" clearance underneath sinks, lower mirror. Provide 48" inside clearance roll-in shower with shower seat and 5' hose with water valve controls at shower head. Cost: $3,000.00

6) Install water fountains so that drinking spout is from 32" to 36" above finish floor.

Timeline: Summer 1996 (#2 thru #6)

Graham Commons

1) Install holeless hydraulic elevator at a selected location near the west end of the second story walkway. Cost: $80,000.00

2) Adjust all doors so that they require no more than eight (8) pounds of force to operate.

3) Install 36" entry doors on men's and women's baths, adjust toilet partitions to accommodate 36" clearance and install 34" door which swings out, install grab bars as necessary, insulate hot water lines and drains underneath lavatory sinks. Cost: $1,950.00

4) Provide disabled signage at all public areas as required. Cost: $920.00

5) Provide ramp over covered walk to Simpson. Cost: $10,000.00

Timeline: Summer 1994 (#1 thru #5)

Simpson Hall

1) Provide disabled parking with necessary curb cuts and ramps in the parking area north of the Graham Commons building. Timeline: By September 1, 1993. Cost: $600.00

2) Install 36" entry door on a typical sleeping room on the ground floor and first. Lower closet shelf and rod as necessary. Cost: $1,200.00

3) Adjust all doors to require no more than eight (8) pounds of force to operate.

4) Install 36" entry door to bathroom, enlarge paths to toilets to accommodate 36" clearance, adjust toilet partition to accommodate 36" clearance and install new 34" door that swings out, install grab bars as necessary, provide 27" minimum clearance and insulate hot water line and drain underneath lavatory sink, install 48" minimum inside clearance roll-in shower with seat and five (5) foot long hose with valve control shower head, lower mirror and towel dispenser. Cost: $3,200.00

5) Install water fountain so that drinking spout is 32" to 36" above finish floor.

6) Ground and first floor accessible via elevator in Graham Commons.

Timeline: Summer 1994 (#2 thru #6)

Trusler Hall

1) Provide disabled parking with necessary curb cuts and ramps in the parking area southwest of the building. Install sidewalks to connect to existing walkways. Timeline: By September 1, 1993. Cost: $800.00

2) Install 36" entry door on a typical sleeping room on the first floor. Lower closet shelf and rod as necessary. Cost: $600.00

3) Adjust all doors to require no more than eight (8) pounds of force to operate.

4) Install 36" entry door to bathroom, enlarge paths to toilets to accommodate 36" clearance, adjust toilet partition to accommodate 36" clearance and install new 34" door that swings out, install grab bars as necessary, provide 27" minimum clearance and insulate hot water line and drain underneath lavatory sink, install 48" minimum inside clearance roll-in shower with seat and five (5) foot long hose with valve control shower head, lower mirror and towel dispenser. Cost: $3,200.00

5) Install water fountain so that drinking spout is 32" to 36" above finish floor.

6) First floor accessible from the Graham Commons elevator.

Timeline: Summer 1994 (#2 thru #6)

Hume Hall

1) Provide disabled parking near the cafeteria and in the parking lot at the southeast end of the building. Install appropriate curb cuts and ramps as necessary. Timeline: By September 1, 1993. Cost: $1,200.00

2) Construct a ramp parallel to the main entry walkway from the sidewalk at Museum Road to the first floor main desk landing. Cost: $60,000.00

3) Adjust all doors to require no more than eight (8) pounds of force to operate.

4) Convert freight elevator in east wing to a passenger service elevator, including all accommodations for accessibility. Cost: $100,000.00

5) Modify one or two sleeping rooms on the ground floor or first floor, adding a 36" entry door and adjusting closet shelving and rods as necessary. Cost: $1,200.00

6) Install water fountains so that the drinking spout is 32" to 36" above finish floor.

7) In bathroom on accessible floor install a 36" entry door. Adjust toilet partitions to accommodate 36" clearance and install new door which swings out. Install grab bars as necessary. Insulate hot water line and drain underneath lavatory sink. Lower mirror and towel dispenser. Install 48" minimum inside clearance roll-in shower stall with seat and five (5) foot long hose with valve control shower head. Cost: $4,500.00

8) Construct a ramp from the ground floor recreation room to ground floor west section. Cost: $1,200.00

Timeline: Summer 1993 (#2 thru #8)

MURPHREE AREA

Buckman Hall/Fletcher Hall/Murphree Hall/Thomas Hall

The University of Florida and the Division of Historical Resources of the Florida Government have designated these building as historic structures or sites that are listed o eligible for listing in *The National Register of Historic Places.* Any construction, maintenance or development activities affecting these buildings or sites have to be pursuant to section 267.061 (2) Florida Statutes.

Due to the historic significance of these buildings and sites, accessibility will not be considered at this time. At some time when renovations can be done in a manner that protects the historic architecture, is structurally sound and is economically feasible, renovations to address accessibility will be considered.

Murphree Commons

1) Adjust all doors to require no more than eight (8) pounds of force to operate.

2) Adjust toilet partitions to accommodate 36" clearance and change door to 34" and swing out. Cost: $400.00

3) Provide 27" minimum clearance underneath lavatory sink and insulate hot water line and drain. Lower Mirror and towel dispenser. Cost: $100.00

Timeline: Summer 1993 (#1 thru #3)

TOLBERT AREA

East Hall

1) Provide disabled parking space near the East Hall Supply entrance. Timeline: By September 1, 1993.

2) Construct curb cuts and ramps from parking lot to building as necessary. Timeline: By September 1, 1993. Cost: $600.00

3) Provide ramp at north side of building from Weaver/East walkway to sidewalk that proceeds to North/South Drive. Timeline: Summer 1996. Cost: $1,200.00

4) Install drinking fountains so that drinking spout is 32"-36" above finish floor.

5) Adjust all entry doors to require no more than eight (8) pounds of force to open.

6) Install 36" entry door, adjust toilet partition to accommodate a 36" clearance and install new 34" door to swing out, install grab bars as necessary, insulate hot water line and drain underneath lavatory sink, lower mirror and towel dispenser. Install 48" minimum inside clearance roll-in shower with seat and five (5) foot long shower hose with valve controlled showerhead. Cost: $3,100.00

7) Provide 27" clearance underneath sinks and insulate hot water lines and drains. Cost: $50.00

8) Provide ramp at north end of first floor.

9) Provide one room on first floor to be accessible with 36" entry doors and lowered closet shelves and supports as necessary. Cost: $600.00

Timeline: Summer 1996 (#3 thru #9)

North Hall

1) Provide ramps at the main entrance to North Hall ground floor, and ramps from the loading dock and install sidewalks to connect this ramp with the existing sidewalks. Cost: $6,000.00

2) Install 36" entry door on a typical sleeping room on the ground floor. Lower closet shelf and rod as necessary. Cost: $600.00

3) Adjust all doors to require no more than eight (8) pounds of force to operate.

4) Install 36" entry door to bathroom, adjust toilet partition to accommodate 36" clearance and install new 34" door that swings out, install grab bars as necessary, provide 27" minimum clearance and insulate hot water line and drain underneath lavatory sink, install 48" minimum inside clearance roll-in shower with seat and five (5) foot long hose with valve control shower head, lower mirror and towel dispenser. Cost: $3,600.00

5) Install water fountain so that drinking spout is 32" to 36" above finish floor.

6) Convert laundry facility on ground floor to an accessible room with bath as follows: (Cost: $6,800.00)

Install 36" doors at entry.

Bath: Install 36" entry door with lever handles and swing out provide 32" minimum entrance passage in bath area, modify vanity cabinet with 27" clearance underneath, insulate drain and hot water pipe under sink. Install grabs bars, modified toilet with thickened seat, install roll-in shower with seat and 5' hose with hand controls at shower head, provide lever handles on all faucets, lower mirror.

Kitchen: Modify cabinet under kitchen sink to accommodate 27" clearance, lower counter top height to 32", provide lever handles on all faucets, insulate hot water pipe and sink drain, install upper cabinets at a maximum height to bottom shelf of 48", provide roll out shelving on all base cabinets.

Bedroom: Install 36" entry door with lever handles, install supports for lowering closet rod and shelf to 48" maximum height.

Timeline: Summer 1994 (#1 thru #6)

South Hall

1) Provide disabled parking with necessary curb cuts and ramps at the rear entrance to South Hall first floor. Timeline: By September 1, 1993. Cost: $5,000.00

2) Install 36" entry door on a typical sleeping room on the ground floor. Lower closet shelf and rod as necessary. Cost: $600.00

3) Adjust all doors to require no more than eight (8) pounds of force to operate.

4) Install 36" entry door to bathroom, adjust toilet partition to accommodate 36" clearance and install new 34" door that swings out, install grab bars as necessary, provide 27" minimum clearance and insulate hot water line and drain underneath lavatory sink, install 48" minimum inside clearance roll-in shower with seat and five (5) foot long hose with valve control shower head, lower mirror and towel dispenser. Cost: $6,000.00

5) Install water fountain so that drinking spout is 32" to 36" above finish floor

Timeline: Summer 1995 (#1 thru #5)

Tolbert Hall

1) Provide disabled parking with necessary curb cuts and ramps at the front entrance first floor. Timeline: By September 1, 1993.

2) Install 36" entry door on a typical sleeping room on the first floor. Lower closet shelf and rod as necessary. Cost: $600.00

3) Adjust all doors to require no more than eight (8) pounds of force to operate.

4) Install 36" entry door to bathroom, adjust toilet partition to accommodate 36" clearance and install new 34" door that swings out, install grab bars as necessary, provide 27" minimum clearance and insulate hot water line and drain underneath lavatory sink, install 48" minimum inside clearance roll-in shower with seat and five (5) foot long hose with valve control shower head, install mirror and towel dispenser at proper height. Cost: $6,000.00

5) Install water fountain so that drinking spout is 32" to 36" above finish floor.

Timeline: Summer 1994 (#2 thru #5)

Weaver Hall

1) Provide disabled parking with necessary curb cuts and ramps in the parking area east of the building. Timeline: By September 1, 1993. Cost: $600.00

2) Install 36" entry door on a typical sleeping room on the ground floor. Lower closet shelf and rod as necessary. Cost: $600.00

3) Adjust all doors to require no more than eight (8) pounds of force to operate.

4) Install 36" entry door to bathroom, enlarge paths to toilets to accommodate 36" clearance, adjust toilet partition to accommodate 36" clearance and install new 34" door that swings out, install grab bars as necessary, provide 27" minimum clearance and insulate hot water line and drain underneath lavatory sink, install 48" minimum inside clearance roll-in shower with seat and five (5) foot long hose with valve control shower head, lower mirror and towel dispenser. Cost: $2,700.00

5) Install water fountain so that drinking spout is 32" to 36" above finish floor.

6) Install a ramp from the west main entry to the existing sidewalks and place new sidewalks on the southern end of the building to the parking area on the east side. Cost: $6,200.00

7) Convert the freight elevator to a passenger service elevator to accommodate disabled persons as indicated. Lower elevator controls to a maximum height of 48". Install proper elevator control identifying characters to the left of each control, on a color contrasting background. Braille symbols should be placed directly adjacent to the number or letter characters (letters raised .025"). Floor designations should be provided on both sides of the jambs of each elevator hoistway entrance. Cost: $110,000.00

Timeline: Summer 1995 (#2 thru #7)

New Residence Facility

This facility has a ground floor accessible unit in buildings 2, 3, 4, 5, 6, 7, 8 and 9. The adjustments to be made are as follows:

Remove entry door and reverse swing on each unit. Cost: $4,800.00

Provide roll-out shelving on lower base cabinets where required. Cost: $6,000.00

Timeline: Summer 1993

DIVISION OF HOUSING OFFICE

1) Adjust all doors to require no more than eight (8) pounds of force to operate.

2) Women's Restroom: Install 36" entrance door and move interior vestibule door to accommodate, or remove and install a separator wall inside. Adjust toilet partition to accommodate 36" stall width and install new 36" door to swing out. Install grab bars as necessary. Cut lavatory apron to accommodate 27" clearance and insulate hot water line and drains. Lower mirror and towel dispenser. Cost: $2,000.00

3) Men's Restroom: Install 36" entry door and reverse swing, move light switch to opposite side of door. Move toilet partition to accommodate 36" clearance. Install grab bars as necessary. Insulate hot water line and drain underneath lavatory sink. Lower mirror and towel dispenser. Cost: $700.00

4) Install water fountains so that drinking spout is at 32" to 36" above finish floor.

5) Provide signage at all public entries and baths. Cost: $200.00

6) Provide a T.D.D. telephone to receive communications from disabled persons. Cost: $700.00

Timeline: Summer 1993

VILLAGE COMMUNITIES

Corry Village

1) Provide disabled parking near each modified apartment and the commons building. Timeline: As Needed.

2) Install curb cuts and ramps as necessary. Timeline: By September 1, 1993. Cost: $5,000.00

3) Modify one typical one bedroom, two bedroom, and three bedroom apartment on the ground floor as required, make accessible as follows: (Cost: One-Bedroom - $7,000.00, Two-Bedroom - $8,500.00, Three-Bedroom - $10,500)

Install 36" doors at entry. Provide lever handles on all doors and adjust doors to require eight (8) pounds of force to operate.

Bath: Install 36" entry door with lever handles and swing out provide 32" minimum entrance passage in bath area, modify vanity cabinet with 27" clearance underneath, insulate drain and hot water pipe under sink, Install grabs bars, modified toilet with thickened seat, install 48" inside clearance roll-in shower with seat and 5' hose with hand controls at shower head, provide lever handles on all faucets, lower mirror.

Kitchen: Modify cabinet under kitchen sink to accommodate 27" clearance, lower counter top height to 32", provide lever handles on all faucets, insulate hot water pipe and sink drain, install upper cabinets at a maximum height to bottom shelf of 48", provide roll out shelving on all base cabinets.

Bedroom: Install 36" entry door with lever handles, install supports for lowering closet rod and shelf to 48" maximum height.

4) Common Areas: Install drinking fountain so that drinking spout is 32" to 36" above finish floor, install 36" door at all entries, move walls to accommodate required turning radius inside restroom, provide 36" door on restroom, install grabs bars as necessary, lower mirrors and towel dispensers, provide 27" clearance underneath lavatories, insulate hot water piping and drains. Cost: $2,200.00

5) Install one accessible washer and dryer in laundry. Timeline: By August 1, 1993. Cost: Vendor Expense

Diamond Village

1) Provide disabled parking near each modified unit and the commons/ laundry building (north of commons). Timeline: As Needed.

2) Install curb cuts and ramps as necessary north of commons. Timeline: By September 1, 1993. Cost: $5,000.00

3) Modify one typical one bedroom and two bedroom apartment on the ground floor as required, make accessible as follows: (Cost: One-Bedroom - $7,000.00, Two-Bedroom - $8,500.00)

Install 36" doors at entry. Provide lever handles on all doors and adjust doors to require eight (8) pounds of force to operate.

Bath: Install 36" entry door with lever handles and swing out provide 32" minimum entrance passage in bath area, modify vanity cabinet with 27" clearance underneath, insulate drain and hot water pipe under sink, install grabs bars, modified toilet with thickened seat, install 48" inside clearance roll-in shower with seat and 5' hose with hand controls at shower head, provide lever handles on all faucets, lower mirror.

Kitchen: Modify cabinet under kitchen sink to accommodate 27" clearance, lower counter top height to 32", provide lever handles on all faucets, insulate hot water pipe and sink drain, install upper cabinets at a maximum height to bottom shelf of 48", provide roll out shelving on all base cabinets.

Bedroom: Install 36" entry door with lever handles, install supports for lowering closet rod and shelf to 48" maximum height.

4) Common Areas: Install drinking fountain so that drinking spout is 32" to 36" above finish floor, install 36" door at all entries, move walls to accommodate required turning radius inside restrooms, provide 36" door on restrooms, install grabs bars as necessary, lower mirrors and towel dispensers, provide 27" clearance underneath lavatories, insulate hot water piping and drains. Cost: $2,700.00

5) Install one accessible washer and dryer in laundry.
Timeline: By August 1, 1993. Cost: Vendor Expense

Maguire Village

1) Provide disabled parking near each modified unit and the commons/ laundry building. Timeline: As Needed.

2) Install curb cuts and ramps as necessary. Timeline: By September 1, 1993. Cost: $5,000.00

3) Modify one typical one bedroom and two bedroom apartment on the ground floor as required, make accessible as follows: (Cost: One-Bedroom - $7,000.00, Two-Bedroom - $8,500.00)

Install 36" doors at entry. Provide lever handles on all doors and adjust doors to require eight (8) pounds of force to operate.

Bath: Install 36" entry door with lever handles and swing out provide 32" minimum entrance passage in bath area, modify vanity cabinet with 27" clearance underneath, insulate drain and hot water pipe under sink, install grabs bars, modified toilet with thickened seat, install 48" inside clearance roll-in shower with seat and 5' hose with hand controls at shower head, provide lever handles on all faucets, lower mirror.

Kitchen: Modify cabinet under kitchen sink to accommodate 27" clearance, lower counter top height to 32", provide lever handles on all faucets, insulate hot water pipe and sink drain, install upper cabinets at a maximum height to bottom shelf of 48", provide roll out shelving on all base cabinets.

Bedroom: Install 36" entry door with lever handles, install supports for lowering closet rod and shelf to 48" maximum height.

4) Common Areas: Install drinking fountain so that drinking spout is 32" to 36" above finish floor, install 36" door at all entries, move walls to accommodate required turning radius inside restrooms, provide 36" door on restrooms, install grabs bars as necessary, lower mirrors and towel dispensers, provide 27" clearance underneath lavatories, insulate hot water piping and drains. Timeline: Summer 1993 Cost: $2,200.00

5) Install one accessible washer and dryer in laundry.
Timeline: By August 1, 1993. Cost: Vendor Expense

Schucht Village

1) Provide disabled parking near each modified unit and the commons/ laundry building. Timeline: As Needed.

2) Install curb cuts and ramps as necessary. Timeline: By September 1, 1993. Cost: $5,000.00

3) Modify one typical one bedroom and two bedroom apartment on the ground floor upon acceptance of disable student application, make accessible as follows: (Cost: One-Bedroom - $7,000.00, Two-Bedroom - $8,500.00)

   Install 36" doors at entry. Provide lever handles on all doors and adjust doors to require eight (8) pounds of force to operate.

   Bath: Install 36" entry door with lever handles and swing out provide 32" minimum entrance passage in bath area, modify vanity cabinet with 27" clearance underneath, insulate drain and hot water pipe under sink, install grabs bars, modified toilet with thickened seat, install 48" inside clearance roll-in shower with seat and 5' hose with hand controls at shower head, provide lever handles on all faucets, lower mirror.

   Kitchen: Modify cabinet under kitchen sink to accommodate 27" clearance, lower counter top height to 32", provide lever handles on all faucets, insulate hot water pipe and sink drain, install upper cabinets at a maximum height to bottom shelf of 48", provide roll out shelving on all base cabinets.

   Bedroom: Install 36" entry door with lever handles, install supports for lowering closet rod and shelf to 48" maximum height.

4) Common Areas: Install drinking fountain so that drinking spout is 32" to 36" above finish floor, install 36" door at all entries, move walls to accommodate required turning radius inside restroom, provide 36" door on restroom, install grabs bars as necessary, lower mirrors and towel dispensers, provide 27" clearance underneath lavatories, insulate hot water piping and drains. Cost: $1,800.00

5) Install one accessible washer and dryer in laundry. Timeline: By August 1, 1993. Cost: Vendor Expense

6) Install sidewalk to basketball court. Cost: $800.00

Tanglewood Village

1) Provide disabled parking near each modified unit and the commons/ laundry building. Timeline: As Needed.

2) Install curb cuts and ramps as necessary. Timeline: By September 1, 1993. Cost: $5,000.00

3) Modify one typical one bedroom and two bedroom apartment on the ground floor as required, make accessible as follows: (Cost: One-Bedroom - $7,000.00, Two-Bedroom - $8,500.00)

Install 36" doors at entry. Provide lever handles on all doors and adjust doors to require eight (8) pounds of force to operate.

Bath: Install 36" entry door with lever handles and swing out provide 32" minimum entrance passage in bath area, modify vanity cabinet with 27" clearance underneath, insulate drain and hot water pipe under sink, install grabs bars, modified toilet with thickened seat, install 48" inside clearance roll-in shower with seat and 5' hose with hand controls at shower head, provide lever handles on all faucets, lower mirror.

Kitchen: Modify cabinet under kitchen sink to accommodate 27" clearance, lower counter top height to 32", provide lever handles on all faucets, insulate hot water pipe and sink drain, install upper cabinets at a maximum height to bottom shelf of 48", provide roll out shelving on all base cabinets.

Bedroom: Install 36" entry door with lever handles, install supports for lowering closet rod and shelf to 48" maximum height.

4) Common Areas: Install drinking fountain so that drinking spout is 32" to 36" above finish floor, install 36" door at all entries, move walls to accommodate required turning radius inside restrooms, provide 36" door on restrooms, install grabs bars as necessary, lower mirrors and towel dispensers, provide 27" clearance underneath lavatories, insulate hot water piping and drains. Cost: $2,500.00

5) Install one accessible washer and dryer in laundry. Timeline: By August 1, 1993. Cost: Vendor Expense

6) Install ramps/walkway to tennis court. Timeline: September 1, 1993. Cost: $1,400.00

University Village South

1) Provide disabled parking near each modified unit and the commons/ laundry building. Timeline: As Needed.

2) Install curb cuts and ramps as necessary. Timeline: By September 1, 1993. Cost: $5,000.00

3) Modify one typical one bedroom and two bedroom apartment on the ground floor as required, make accessible as follows: (Cost: One-Bedroom - $7,000.00, Two-Bedroom - $8,500.00)

Install 36" doors at entry. Provide lever handles on all doors and adjust doors to require eight (8) pounds of force to operate.

Bath: Install 36" entry door with lever handles and swing out provide 32" minimum entrance passage in bath area, modify vanity cabinet with 27" clearance underneath, insulate drain and hot water pipe under sink, install grabs bars, modified toilet with thickened seat, install 48" inside clearance roll-in shower with seat and 5' hose with hand controls at shower head, provide lever handles on all faucets, lower mirror.

Kitchen: Modify cabinet under kitchen sink to accommodate 27" clearance, lower counter top height to 32", provide lever handles on all faucets, insulate hot water pipe and sink drain, install upper cabinets at a maximum height to bottom shelf of 48", provide roll out shelving on all base cabinets.

Bedroom: Install 36" entry door with lever handles, install supports for lowering closet rod and shelf to 48" maximum height.

4) Common Areas: Install drinking fountain so that drinking spout is 32" to 36" above finish floor, install 36" door at all entries, move walls to accommodate required turning radius inside restroom, provide 36" door on restroom, install grabs bars as necessary, lower mirrors and towel dispensers, provide 27" clearance underneath lavatories, insulate hot water piping and drains. Cost: $2,200.00

5) Install one accessible washer and dryer in laundry.
Timeline: By August 1, 1993. Cost: Vendor Expense

UNIVERSITY OF
FLORIDA

OFFICE OF STUDENT SERVICES

P202 Peabody Hall
Gainesville, FL 32611-2058
(904) 392-1261
(TDD or Voice)

October 29, 1992

To: Ken Osfield
Assistant Dean for Student Services

From: J. Michael Rollo
Associate Dean for Student Services

Subject: Self Study of the Office for Student Services
ADA Self Study: University of Florida

(1) List facilities that your office uses for programs, activities or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

1. The Office for Student Services operates in Peabody Hall which was designed to accommodate individuals with disabilities. Some doors have lever handles and plans are in place to convert remaining door knobs to levers. All furniture has been modified or designed to accommodate individuals with disabilities. The Institute of Black Culture also offers programs and is equipped with a ramp for access to the building. The second floor is not accessible at this time due to the age of the building. The downstairs hallway presently holds a bookcase that impedes access to the library. This will be moved to another location to accommodate individuals with mobility concerns.

(2) If you use any computer equipment in your programs, services or activities what steps have you taken to ensure that such equipment is accessible to students with physical and visual disabilities. Please list computer and computer software used.

2. All computers in the Office for Student Services are equipped with software which allows those individuals with visual impairments to view the screen in large type format. These computers also have software which assists

Equal Opportunity/Affirmative Action Institution

individuals with mobility problems so that they are not required to use a mouse to manipulate the machine. All furniture is designed to accommodate disabilities and enough options exist with installed furniture to provide services to anyone requiring special accomodations. All computers in the office are Macintosh computers which use software compatible with individuals with disabilities installed in the system software. The visual aids reading room, located in our office, houses both an IBM and a Macintosh computer specifically designated for use by students with disabilities. Both of these machines allow for voice generation of on screen text for visually impaired individuals.

(3) If you use telephones in your program, activities or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

3. The Office for Student Services has TDD and voice capabilities on its present phone system. Plans are in progress to install a free standing TDD with a separate telephone number for 24 hour access to the Office for Student Services. The staff has been trained to identify TDD calls as they arrive and route them to one of two TDDs installed as extensions in our phone system. Office stationary and all office publications identify the availability of TDD service.

(4) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities?

4. All publications in the Office for Student Services are produced in-house using desk top publishing capabilities installed in our computer network. As a result, all publications are available in alternative forms, either through large type or production to Braille if requested. All publications have appropriate statements affixed to notify readers of the availability of alternative type styles and a textbook recording service, located in our office, can provide audio versions of publications if requested. Plans are under way to install a network server in the Office for Student Services that will provide text of all office publications to all individuals with computer access via modem or through network connections via Internet.

(5) List all programs, services and activities offered by the Office for Student Services and briefly describe how you will ensure that those programs do not limit the participation of individuals with disabilities.

5. The Office for Student Services offers a wide variety of programs and activities throughout the University of Florida campus. All programs and activities are made accessible by using accessible facilities and providing access to hearing interpreters and other accommodations necessary by individual request. All advertisements for programs site the availability of hearing

interpreters upon request or other accommodations. Attached is an Annual Report of the Office for Student Services which lists activities and services offered by this office.

(38) To make certain that discrimination (or the potential for discrimination) on the basis of disability does not exist, describe steps that will be taken to review all materials, documents, or agreements related to student programs, activities, and services, including those related to housing, recreation, transportation, other extracurricular activities, and any other program or activity.

38. One component of the Office for Student Services is a staff member responsible for programs and services to assist disabled students. As such, this individual regularly addresses the issue regarding any form of discrimination that could result from our activities and provides information to the professional and clerical staff, on an on-going basis, pertaining to the needs of the office to comply with rules, policies and legislation that would impact our programs and services.

(39) List all policies, materials, documents and agreements, based on the review in (38), that discriminate on the basis of disability, or could have the effect of so discriminating. For each, describe steps that will be taken to modify such policies, materials, documents, and agreements.

39. All publications have been revised or are in the process of being revised to note the availability of services for students with disabilities. The Associate Dean responsible for office publications, reviews all office publications to insure inclusion of appropriate language regarding required services for students with disabilities.

(90) List and briefly describe any programs of personal counseling that Student Services provides to its students.

90. The staff in the Office for Student Services offers short term and crisis counseling for students requesting service through our office. Special emphasis is based upon leadership development, sexual harassment, sexual orientation concerns, personal problems, and issues involving racism or other forms of prejudice. In addition, a major program in the office provides services to students with disabilities and provides a comprehensive array of services to students with identified disabilities.

(91) For each program or service listed in (90), and based on a review of the policies and practices that govern each program or service, discuss either: (A)

how the program or service is free from discrimination based on disability; or (B) steps that will be taken to ensure nondiscrimination in the future.

91. The Office for Student Services reviews its policies each year by producing and being involved with the development of the Student Guide which is the main source of policies and services to students of the University of Florida. All programs in the Office for Student Services are reviewed for their ability to respond to specific student needs without impact on any individual due to their disabilities or other factors.

(92) Describe briefly the facilities that are used in providing the programs or services listed in (90) above, and discuss steps that may be necessary to ensure full participation in such programs and services by persons with disabilities. Make certain that specific modifications required to achieve accessibility are incorporated in the Transition Plan.

92. The offices of the Office for Student Services are accessible at this time and will continue to be modified to deal with minor concerns such as door handles and/or movable furniture that temporarily impedes entrance or egress to specific rooms. Plans are being developed to address specific areas where access is limited or restricted for mobility impaired individuals and effort is taken to restrict placement of new items in areas where visually impaired or mobility impaired individuals must traverse.

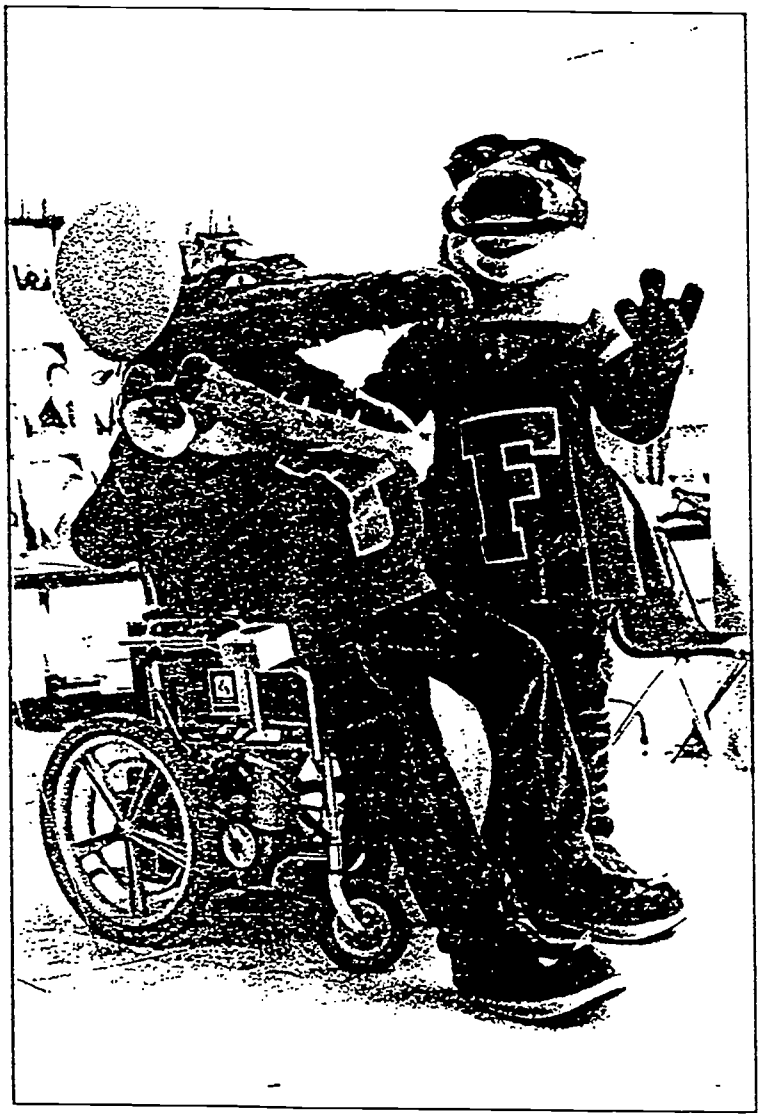
(93) Discuss steps that will be taken to inform counseling personnel (and all other persons in a position to counsel students) of the institution's commitment to section 504 and ADA, of the specific prohibitions against discrimination contained in section 504 and ADA, and of the prohibition against counseling students with disabilities toward restrictive careers. List those classes of persons who will receive such information, including faculty members, and so forth.

93. The Office for Student Services houses the 504 compliance officer and the ADA compliance officer. As such, all professional staff is well informed of the requirements and implications of both 504 and ADA. Ongoing discussions in staff meetings and circulation of material is a common occurrence and it is expected that all professional staff will be familiar with this issue and assist in serving individuals with disabilities.

(94) Discuss steps that will be taken to ensure that all students (including those with sight and hearing disabilities) are informed periodically of the services that are available.

94. The Office for Student Services produces a Disabled Student Handbook and a Handbook for Faculty regarding disabled student services. Brochures are produced for various programs including a brochure for the entire program for disabled students. These publications are available at information desks and through reference in other documents and publications which students will come across. These publications are also mailed upon request to interested individuals.

Guide for Students With Disabilities



University of Florida
P205 Peabody Hall
Programs and Services for
Students with Disibilities

BEST COPY AVAILABLE

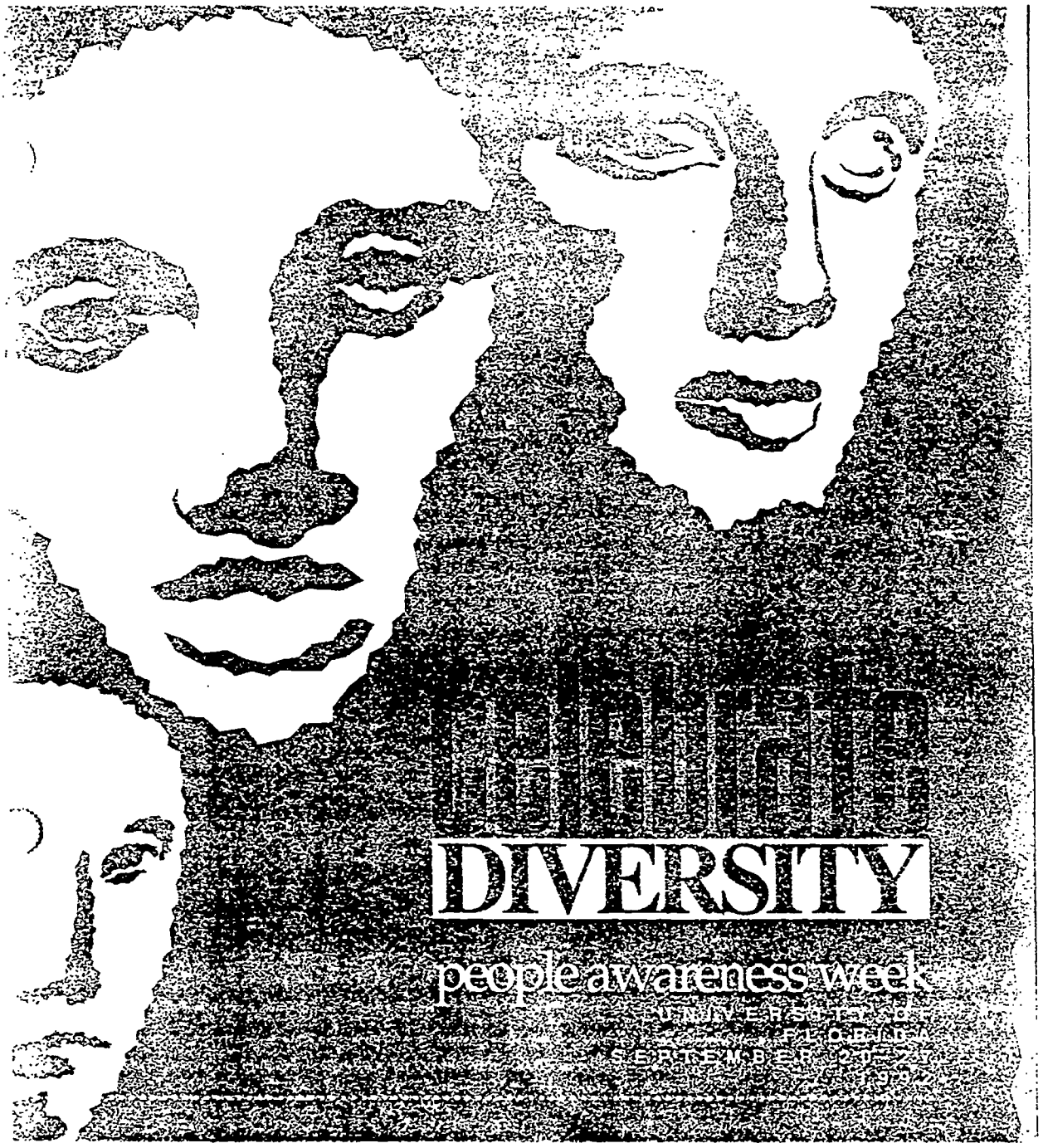


SPRING
1990

DISABLED STUDENT GUIDE

University of Florida

Office for Student Services
129 Tigert Hall



BEST COPY AVAILABLE



Robert L. Duston

Americans with Disabilities Act

Friday, September 25, 1992
Room 190, College of Law
12 noon
Co-sponsored by the College of Law



Inn-o-vation

Concert

Saturday, September 26, 1992
10:00 p.m.
Rion Ballroom, Reitz Union
Co-sponsored by RLPC

To Further Celebrate Diversity

- Major exhibits at the Florida Museum of Natural History and the Samuel P. Harn Museum of Art
- Enhancing Minority Involvement in the Veterinary Profession, Sept. 22
- 21st Birthday of the Institute of Black Culture, Sept. 22
- The Celebrate Diversity Quilt Project
- Music of India by Imrat Khan, University Auditorium, 7:30 pm, Sept. 17 (RLPC)
- The Diversity Fair, North Lawn Reitz Union, 10:00 am - 3:00 pm, Sept. 24 (SC)
- People Awareness Week T-shirt
- Films at the Reitz Union Cinema and on the Housing Channel
- "Los Otros Veracruzanos" exhibit at the Grinter Gallery

By The Center for the Performing Arts

Gainesville Jazz & Blues Festival
September 26, 1992
11:30 a.m. - 10 p.m., Alachua County Fairgrounds
Larry Carlton, Koko Taylor, The Dirty Dozen Brass Band and Jacqueline Jones Band

Visual Aids Reading Room

The Visual Aids Reading Room (**VARR**), located in 205 Peabody Hall, is intended to serve as a resource room for students with print or visual disabilities. The VARR is funded by Student Government and the Office of Programs and Services for Students with Disabilities. The room includes Apple, IBM, Macintosh and Toshiba microcomputers, two electronic magnification systems, variable speed tape recorders, phonograph, Perkins brailler and a Kurzweil Personal Reader.

The Kurzweil Personal Reader is an optical scanner that reads typeset and typewritten material and turns it into DECtalk synthetic speech. This technology enables the Kurzweil Personal Reader to scan text accurately and quickly. Documents are read as fast as 550 words per minute in one of nine reading voices. The Kurzweil Personal Reader is able to read single sheets or bound documents such as textbooks.

To use these resources, an interested student should contact the Office of Programs and Services for Students with Disabilities for an appointment with the VARR coordinator. Students who wish to use the VARR must receive orientation training for the equipment and software. Upon completion of training, users will be added to the VARR access list.

Eligibility

Any UF student with a learning, orthopedic, or visual disability is eligible to use Vocal Eyes' services.

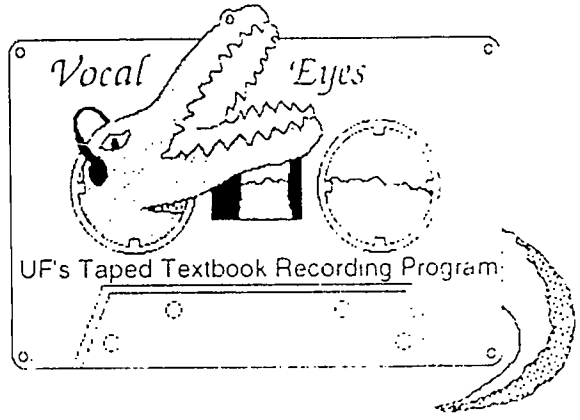
Vocal Eyes' services are free to all eligible UF students. Students from other schools may also use the facilities and equipment, but must provide their own readers for any new material they need recorded.

Vocal Eyes

&

Visual Aids Reading Room

(**VARR**)



Office of Programs and Services
for Students with Disabilities

P205 Peabody Hall
University of Florida
Gainesville, FL 32611-2058

(904) 392-1261

(V/TDD)

you can help...

Print disabilities affect many students at the University of Florida. These students may have a difficult time studying for their courses due to disabilities which may include dyslexia, visual, learning or physical disabilities.

Volunteer for Vocal Eyes, and your words will become the eyes through which a print disabled student reads. Vocal Eyes depends on a strong network of dedicated volunteers who come from the UF student body, faculty and staff as well as from the community. Volunteers enrich their lives while helping print disabled students achieve educational excellence.

Vocal Eyes volunteers attend one training session and are then available to record any subject that is needed including architecture, management, racquetball, Spanish and zoology.

Vocal Eyes

Vocal Eyes, the University of Florida's taped textbook recording program, provides audio versions of course materials to students who need to hear their readings.

Operated by the University of Florida's Office of Programs and Services for Students with Disabilities, Vocal Eyes provides recordings not available through Recording for the Blind, Inc. and Talking Books, the public library for people with print disabilities (Daytona Beach).

RFB, headquartered in Princeton, N.J., has about 70,000 educational books on tape, but also records materials on demand through its Miami-based Florida unit. Print disabled students at UF get approximately 70 percent of their books through RFB or Talking Books, and rely on Vocal Eyes for the other 30 percent.

...will you Help?

Vocal Eyes users are eligible for and can obtain, from Talking Books, special tape players free of charge. It is only through generious private donations, fund-raising efforts and hard-working volunteers that Vocal Eyes is able to continue meeting the needs of UF's print disabled students. Tapes, tape-recorders, sound/recording booths and volunteer assistants are all required to keep the reels turning at Vocal Eyes.

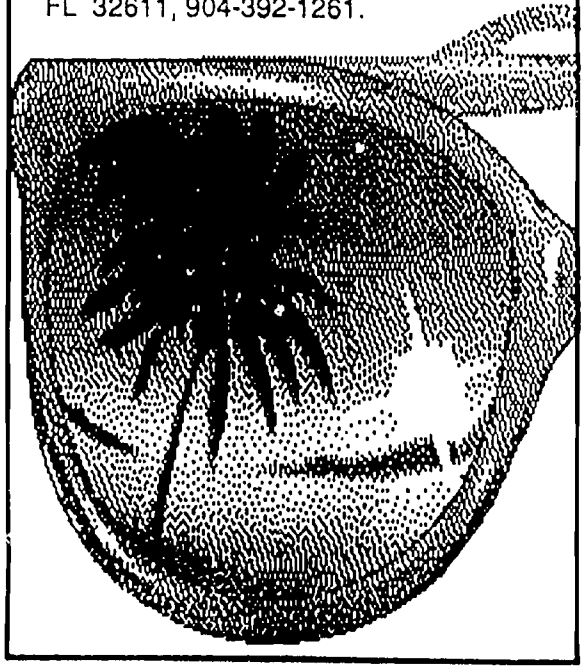
As demand for Vocal Eyes' services continues to grow, so does the need for funds. Donations are tax-deductible and can be made payable directly to Vocal Eyes, Office of Programs and Services for Students with Disabilities, P205 Peabody Hall, University of Florida, Gainesville, FL 32611-2058.

BEACH RULES

Registration: Registration for the conference is $20 per person if post-marked by January 29, 1993. **It will be $25 after January 29, 1993.** This fee includes cost for the luncheon, breaks and materials. Make checks payable to the Campus Alcohol and Drug Resource Center.

Exhibits: Resource tables will be available for participants wishing to share brochures, flyers, or other materials. Professional organizations will be assessed $30 for exhibit area and for lunch.

Information: For further information, please call the Campus Alcohol and Drug Resource Center, P202 Peabody Hall, University of Florida, Gainesville, FL 32611, 904-392-1261.



Campus Alcohol & Drug Resource Center
University of Florida
P202 Peabody Hall
Gainesville, Fl 32611

Major Conference Sponsors

The Campus Alcohol and Drug Prevention Project
The Florida Department of Health and Rehabilitative Services
University of Florida
BACCHUS/GAMMA Peer Education Network
The U. S. Department of Education - Network Activities

1993 Campus Alcohol & Drug Prevention Project and BACCHUS/GAMMA Area 9 Conference

Catch the WAVE

February 5 & 6, 1993

Catch the WAVE

The 1993 Campus Alcohol & Drug Prevention Project and BACCHUS/GAMMA Peer Education Network Conference is planned for February 5-6, 1993 in Gainesville at the J. Wayne Reitz Union at the University of Florida.

The conference, Catch The W.A.V.E. (Wellness Awareness is Virtually for Everyone) is focusing on the wave of success with peer education programs in higher education. The conference will focus on building life skills, raising awareness, and empowering overall health and wellness in an effort to curb the abuse of alcohol among college students.

Programs Include

- Update on BACCHUS/GAMMA activities and resources
- Ideas for commuter campuses
- Networking campuses
- HIV/AIDS - risky behavior
- Peer education programs
- Round table discussions
- Recruitment and retention
- Regional Network & Biennial Review

MOST OUTSTANDING AREA 9 STUDENT MEMBER AWARD

BACCHUS/GAMMA Peer Education Network is pleased to recognize an outstanding student from Area 9. Nominations should be 1-2 typed pages (double-spaced) outlining the accomplishments of this individual, including an Advisor's signature. Mail nominations to the Campus Alcohol and Drug Resource Center, P202 Peabody Hall, University of Florida, Gainesville, FL 32611, by January 29, 1993.

Catch the *WAVE* Registration Form

Institution _____

Address _____

City, State, Zip _____

Telephone _____

Name of Participants

_____

_____

_____

_____

_____

_____

Use additional paper if necessary

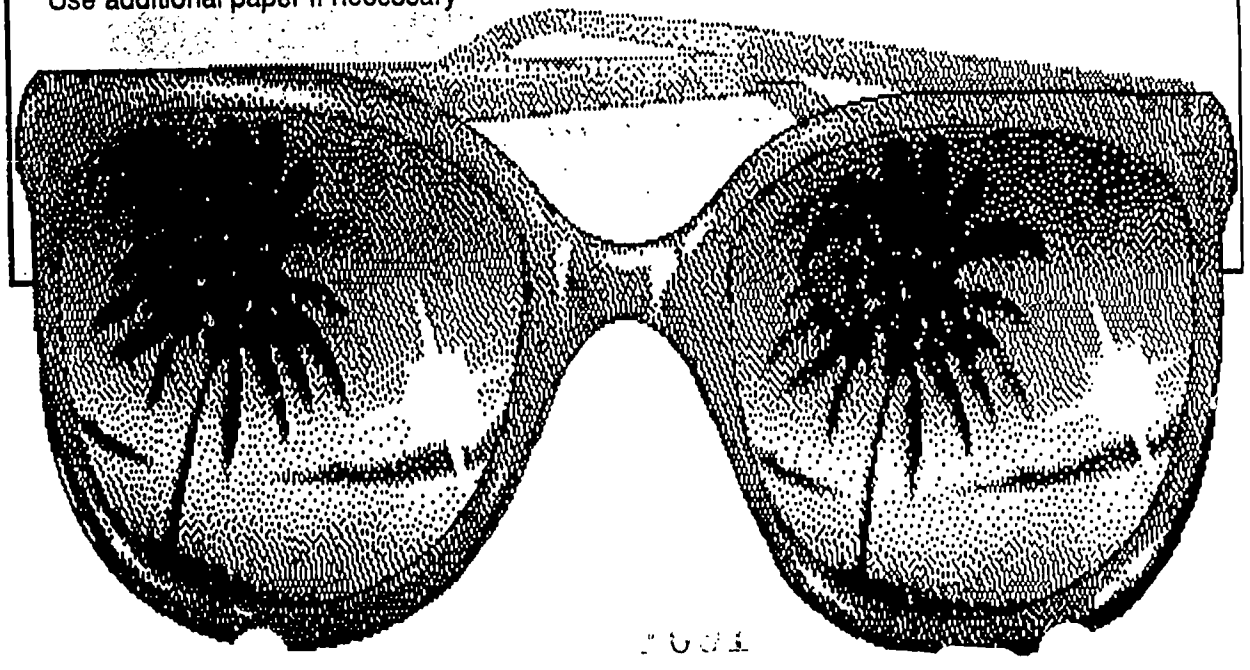
Students and Staff @$20.00 Registration fee per person **if postmarked by January 29, 1993.**

Students and Staff @ $25.00 Late Registration per person

Please make checks payable to:
Campus Alcohol and Drug Resource Center
FEID# 59-73-0209K

Mail registration fee and form to:
Campus Alcohol and Drug Resource Center
P202 Peabody Hall
University of Florida
Gainesville, FL 32611

For individuals with disabilities, requiring special accommodations, please contact CADRC within one week of the conference so that proper consideration may be given to the request.





It's A Bipartisan PARTY!

National Collegiate Alcohol Awareness Week
October 11-17 ☆ at the University of Florida

Join the SMART PARTY in '92

Start Managing Alcohol Responsibly Today

Monday October 12

Alcohol Awareness Fair - Reitz Union Colonnade 11am to 1pm
Sponsored by RUPC, ROCK 104, BACCHUS, UPD
DARE Workshop - Alcohol and Alternatives
South Hall, 1st floor, 7pm

Tuesday October 13

Faculty Day
DARE Workshop
Alcohol-The Short Term Effect, East Hall, 8pm
Alcohol & Sex - Broward Area, 7pm
FIPSE Meeting - First meeting of Project Together For a Drug Free Campus
P202 Peabody Hall 10:30 am
Banner Contest - - Sponsored by the Division of Housing & I.R. H.A.
Women & Alcohol - Sponsored by CADRC, University Counseling Center, and Kappa Alpha Theta
Kappa Alpha Theta House - 7pm
Movie - Free - Reitz Union Cinema - Sponsored by the Film and Video Committee, RUPC. - 8pm

Wednesday October 14

Greek Alcohol Awareness Event - Turlington Plaza - 11am to 1pm
DARE Workshop - Tolbert Hall, 1st floor, 7pm
Videos - Channel 8 Sponsored by I.R.H.A. - 8pm

Thursday October 15

David Leschke - "Eddy Talks - LIVE" 7:30 pm Rion Ballroom
Sponsored by BACCHUS, CADRC, RUPC, Kappa Alpha Theta, GAMMA, IFC/P
DARE Workshop - Tolbert Hall, 2nd floor, 7pm

Friday October 16

Comedian/ Party - Instant Coffee Theater -
Sponsored by BACCHUS & RUPC
Orange & Brew - 8pm

Sunday October 18

Videos - Channel 8 Sponsored by I.R.H.A. - 8pm

For individuals with disabilities, requiring special accommodations, please contact CADRC within 72 hours of the event so that proper consideration may be given to the request

For more information call
Campus Alcohol & Drug Resource Center/ Office of Student Services at 392-1261

REASONABLE ACCOMMODATIONS

Comm'ttee on Persons With Disabilities



FACULTY GUIDE

Teaching College Students With Disabilities

UNIVERSITY OF FLORIDA

ERIC

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The text of this publication has been tailored to the University of Florida by Kenneth Osfield, Billy Molasso, Nancy Savage and JoAnn Hosbrauch

Portions of this guide are reprinted, with permission, from *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, published by the Professional Staff Congress (AFT Local #2334), the union representing the instructional staff of The City University of New York.

Alternative Formats

For persons with disabilities, the *1992-93 Faculty Guide to Teaching Students With Disabilities* is available in alternative formats. Please contact the Office for Student Services, P202 Peabody Hall, 392-1261 (V/TDD), for more information.

Resource Guide to Programs and Services for Students with Disabilities



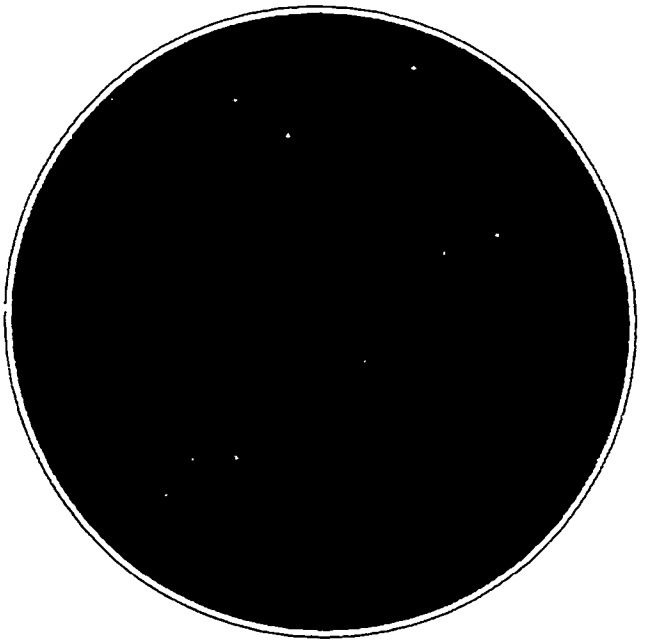
Gold Seal

A publication of the
State University System of Florida

ERIC

State University System of Florida
Resource Guide to Programs and Services for Students with Disabilities

Second Edition
January, 1993



Published by
State University System of Florida
Office for Equal Opportunity Programs
325 W. Gaines Street, Suite 1446
Tallahassee, FL 32399-1950

Developed by
Kenneth Osfield
the University of Florida
Office for Student Services

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Alternative Formats

For students with disabilities, this publication is available in alternative formats. Please contact:

Office for Student Services
University of Florida
P202 Peabody Hall
Gainesville, Florida 32611
(904) 392-1261 (V/TDD)

Acknowledgments

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ERIC

Florida Relay Service

For students with hearing impairments, when trying to call a department on a University campus, use the Florida Relay Service if the department does not list a TDD number.

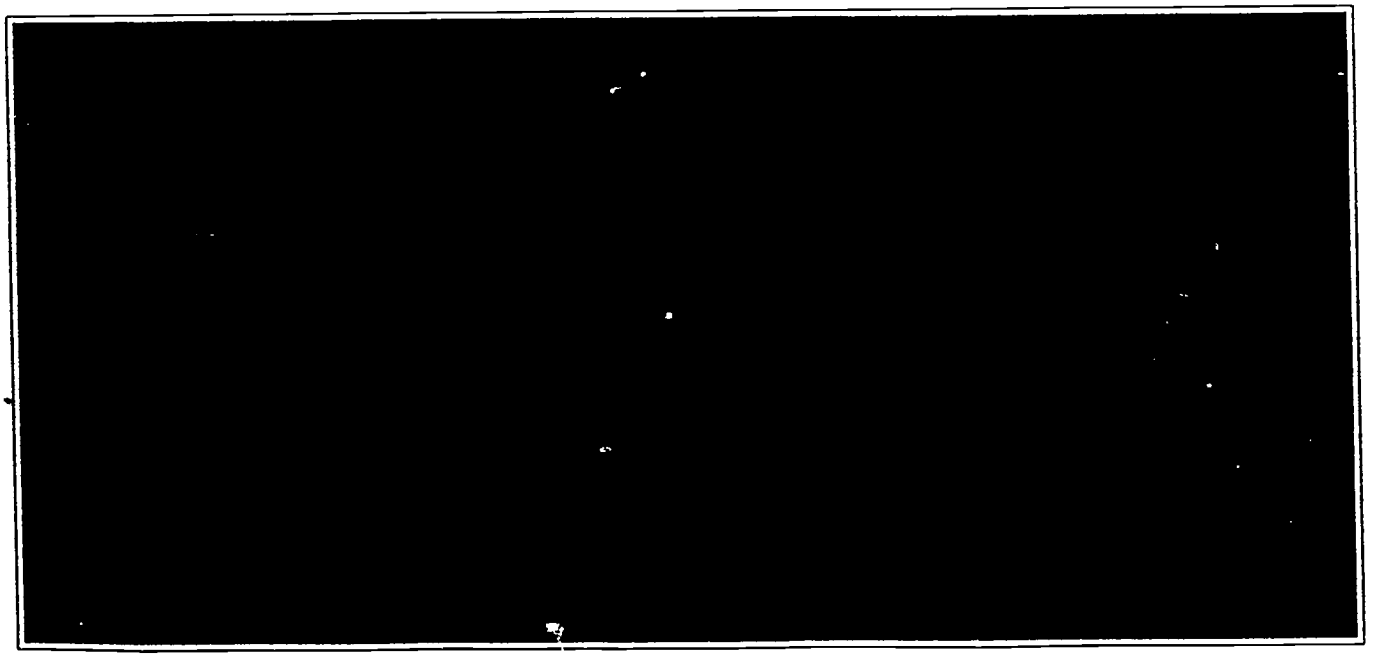
To make a FRS call, simply dial

1-800-955-8771 (TDD)
1-800-955-8770 (V)

Things to Remember

- To make a call through the FRS, you only need a regular telephone and a TDD.
- Your call is answered by a Communication Assistant at the FRS Center in Miami. The assistant will serve as a liaison as you call the person you wish to reach. Each spoken word is typed into the TDD by the Communications Assistant. Your TDD response is relayed to the Communications Assistant who speaks to the hearing person who you called.
- There is no charge for this service, except on long distance calls, which are offered at discount rates.
- The service is available 24-hours a day, 365 days a year.
- The service should not be used in an emergency. Dial 911 first.
- All relay users should have their numbers ready when they call FRS.
- Hearing persons can reach the deaf, deaf-blind, hard of hearing and speech impaired by using the service.
- FRS should not handle TDD to TDD calls. Direct TDD calls should be made without FRS assistance.

For information on how to obtain a TDD, and other assistance, call 1-800-222-2346.



UNIVERSITY OF
FLORIDA

Baby Gator Child Care
Educational Research Center for Child Development

Building 293 Village Drive
Gainesville Florida 32611-2006
Phone 392-2330 or 392-7900

To: Kenneth Osfield
From: Steve Lehane
Date: October 9, 1992
RE: Answers to Self-Evaluation

Dear Kenneth,

Here are my responses to the Self-Evaluation that you sent me.

Page 1, number 1: Three classrooms and one office. Each are accessible, including bathroom.

Page 1, number 2: When computers are introduced to the curriculum, accomodations for equipment will be undertaken.

Page 1, number 3: No measure taken in this area.

Page 1, number 4: As parent center is developed, Baby Gator will contact ADA campus coordinator for services.

Page 1, number 5: Daily child care services. All classrooms and the office are handicapped accessible.

Page 2, number 27: (A) no
(C) yes
(E) no
(F) no
(H) no
(I) yes
(J) .yes

Page 2, number 28: (A) yes
(B) yes, children in wheelchairs
(C) yes
(D) yes
(E) yes
(G) yes

See attached for reference

Americans with Disabilities Act Self Evaluation
Greek Affairs
prepared by Shelli Herman

1) List facilities that your office uses for programs, activities, or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that use of such facilities will not result in the inaccessibility of any programs or activities of the institution.

•The facilities Greek affairs uses would be as follows:
P202 Peabody Hall (Greek advisor's office)
310 JWRU (Panhellenic, Interfraternity, and Black Greek Council Office)
fraternity and sorority houses
classrooms
the University Auditorium
meeting rooms in the JWRU

•All of the listed facilities are accessible expect for the University Auditorium (It is my understanding that this location soon will be accessible) and some of the fraternity and sorority houses. In the future, if meetings or events are held are the chapter houses which are not accessible, the *Services for People with Disabilities* statement will be printed with the meeting announcement. 75% of the facilities which house Greek letter organizations are accessible. Every attempt will be made to conduct major programs and/or meetings at the locations which are, in fact, accessible. As University facilities become increasingly more accessible, programs offered in Greek affairs will be more accessible. 95% of programs sponsored by this office are conducted in University facilities.

2) What steps have you taken to ensure that all publications are accessible to people with visual and print related disabilities.

•All future publications produced by Greek affairs and the Panhellenic, Interfraternity, and Black Greek Councils will include the following statement :

Upon request, for persons with print related disabilities, this publication is available in alternate format. Please contact the Office for Student Services (392-1261) for information.

The major publications which will be affected include recruitment brochures, magazines, and applications, the hazing statement, alcohol policy, and risk management materials, and all related resource brochures.

3) If you use telephones in your program, activities, or services, describe the steps taken to ensure that persons with hearing impairments will have access to your services.

•Office for Student Services phones are currently accessible for persons with hearing related disabilities. All program related questions can be directed to this office for persons needing special assistance.

23) Describe steps that will be taken to ensure that all orientation programs do not discriminate on the basis of disability, and that no separate orientation program replaces the regular orientation program for students with disabilities.

•There are currently two major orientation programs sponsored by Greek affairs. Both Panhellenic and the Interfraternity Council have pre-rush programs to orient new students to the system and process. All students are asked to attend this event regardless of disability. Events such as these are held in facilities which are accessible. Advertisements for these events will include the *Services for People with Disabilities* statement so that special accommodations will be available if needed.

38) To make certain that discrimination (or the potential for discrimination) on the basis of handicap does not exist, describe steps that will be taken to review all materials, documents, or agreements related to student programs, activities, and services, including those related to housing, recreation, transportation, other extracurricular activities, and any other program or activity.

•Currently, recruitment publications for the Panhellenic and Interfraternity Councils include a statement of non-discrimination. The constitution and by-laws for these groups also contains such a clause. The Black Greek Council will be adding a nondiscrimination clause to their constitution. This group (BGC) does not do "mass" recruitment. All publications produced by and for Greek affairs are reviewed by the Assistant Dean for Student Services/ Greek Affairs and the Dean for Student Services This is a requirement and insures that there is no discrimination or the potential for discriminatory statements or procedures. Appropriate copies of documents are attached as examples.

39) List all policies, materials, and documents and agreements, based upon the review in (38) that discriminate on the basis of handicap, or could have the effect of so discriminating. For each, describe steps that will be taken to modify such policies, materials, documents, and agreements.

•Currently, Greek affairs does not have any items which are discriminatory in nature with regard to the aforementioned items.

95) List those fraternities and sororities which receive significant assistance from the institution.

A list of all recognized Greek letter organizations is attached. None of these groups receive any significant financial assistance from the University. All groups receive significant assistance in terms of advising, support, recognition, and use of University facilities.

96) For each organization listed in (95) discuss (A) how the organization does not discriminate in its membership practices against handicapped students:

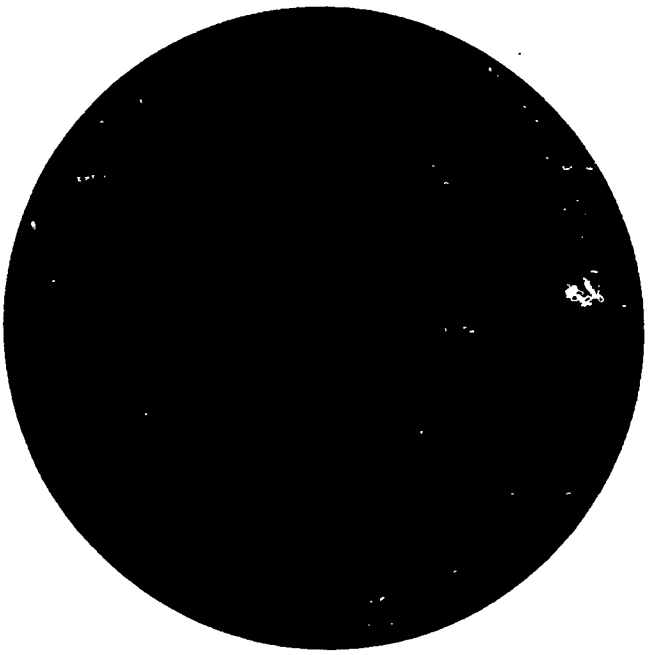
•Each of our Greek letter organizations have in their national constitution and by-laws a non-discrimination clause. The only means of discrimination social fraternity and sorority organizations are allowed to implement is on the basis of sex. All other forms of discrimination are not allowed per their national mandates. (A sample position statement is attached. All other Greek letter organizations have similar position statements.)

(C) steps that will be taken to withdraw the institution's assistance of the organization:
•If any Greek letter organization discriminated on the basis of disability (or any other item except for sex) they would lose recognition as a University student organization. Further, they would most likely lose their charter from their granting organization.

97) Discuss the procedure that will be used periodically to inform organizations that receive assistance from the institution of prohibitions against discrimination based on disability in membership practices.

•Annually, the Assistant Dean for Student Services responsible for students with disabilities will be invited to speak to fraternity and sorority chapter presidents. This discussion will focus on the policies associated with students having disabilities as well as how groups can make their services more accessible to all students.
Attachments:
Panhellenic rush brochure 1992
IFC rush brochure 1992
Panhellenic nondiscrimination clause
List of UF fraternity and sorority chapters
Sample position statement on diversity (from Kappa Alpha Theta sorority)

FLORIDA RUSH



1·9·9·2

"It's a Small World"

New Membership

Greek life provides a great way to meet new friends. You will become a part of a new member class – a group of women who chose the same sorority as you during formal rush.

From the moment you join, you belong to a group of women with common interests. You will identify with and enjoy the warmth of a circle of sisters who genuinely care and who share your joys and sorrows. Collegiate membership in itself is a rewarding experience, but sororities offer a lifetime investment in friendship. Membership, like the process of learning, growing and developing, goes on and on.

As a new member, you will spend much of your first semester getting to know the sisters in your chapter. You will also learn about your organization and its history. Most sororities encourage their new members to join the chapter for lunch and dinner at the house during the week. You will also have meetings with your sisters to plan activities. Sisters from different chapters also mingle with each other by holding joint dinners or parties.

During your time as a new member, you will learn a great deal. Creativity and individuality are stressed! Each member will be encouraged to contribute her ideas and talents to the chapter. Your own personal goals are a part of what makes you a valuable asset to your new sisters.

Above all, joining a sorority helps direct and organize your first semester, which might otherwise be a very challenging time. Sorority life can help put you on the right track for a memorable college experience!





Diversity as it Relates to Sorority Life:

In an attempt to contribute to the academic mission of the University, sororities emphasize the importance of a diverse environment for their members. No sorority on the University of Florida's campus is allowed, by law, to discriminate on the basis of religious preference, race, creed, age, handicap, color, national origin, or sexual preference.

Multiculturalism enhances a broad and meaningful academic experience for UF students. All of our 19 member groups, along with the Panhellenic Council, are fully committed to providing a quality experience for all women students at the University of Florida.

Gator Greek

Fraternity RUSH



University of Florida

1105

FINANCES

The average cost of belonging to a fraternity is not as expensive as you might think. In fact, you may find that living in a fraternity house is less expensive than living in a dormitory. Fraternity costs are only around 1.5% of a student's total expenses. Each fraternity is self-supporting from dues paid by its members. Fraternity financial obligations vary, depending on an individual chapter's meal plans, social expenses, and national dues. The average cost of living in a fraternity house is $910 a semester, which includes an average of 13 weeks of meals. For approximately the same price or even less, fraternities offer a personalized room, social calendar, homestyle cooking, and a lifetime of experience. Fees are generally higher during new membership to cover initiation fees and establishment into the national organization. Although fraternity life is a financial commitment, we think you will agree the benefits of fraternity life far outweigh the costs.

COST COMPARISONS*

University of Florida
Interfraternity Council

	On-Campus	Off-Campus	In-House Fraternity
Registration & Fees	$710.00	$710.00	Same
Books & Supplies	$225.00	$225.00	Same
Room	$990.00	$1,705.00	$450.00
Board (food)	$905.00	$1,040.00	$460.00
Clothes/Maintenance	$185.00	$185.00	Same
Personal Health Ins.	$330.00	$330.00	Same
Dues (social fees, national dues, house maint., etc.)	NA	NA	$450.00
TOTAL	$3,345.00	$3,695.00	$2,810.00

*All figures are based upon average cost of attetndance per semester

DIVERSITY & FRATERNITY LIFE

In an attempt to contribute to the academic mission of the University, fraternities emphasize the importance of a diverse environment for their members. No fraternity on the University of Florida's campus is allowed, by law, to discriminate on the basis of religious preference, race, creed, age, handicap, color, national origin, or sexual preference.

Multiculturalism enhances a broad and meaning ful academic experience for UF students. All of our 30 member groups, along with the Interfraternity Council, are fully committed to providing a quality experience for all students at the University of Florida.

HAZING

Fraternitites were founded by men who came together as friends to create a brotherhood and support each other academically. Their goals are intellectual, social, and moral growth. Fraternities at the University of Florida expect their members to strive for academic achievement, demonstrate responsible citizenship, show concern for the rights and needs of others, and provide leadership by promoting self-respect and respect for others.

Hazing is contrary to all of these stated principles. It is prohibited by the state of Florida, the University, and the Interfraternity Council.

Hazing is any mistreatment, physical or mental, of a new member or initiate, with or without their permission. Hazing contributes to the deterioration of pride and self-respect held by an individual.

Fraternities attempt to instill leadership and confidence in their members. Your new member education process should be viewed as one by which you come to understand the chapter's history, goals, and management. Your orientation program will challenge and invite you to become an informed initiate and an effective chapter leader.

If you feel you are being hazed or know of a hazing incident, report it immediately. For further information, contact the Interfraternity Council at 392-1305 or the Office for Student Services at 392-1261.

ERIC

UNIVERSITY OF FLORIDA PANHELLENIC CONSTITUTION

Article I NAME

The name of the organization shall be the Panhellenic Association of the University of Florida.

Article II PURPOSE

The purpose of the Panhellenic Association shall be:

1. To maintain a high standard of fraternity life and interfraternity relationship within our university.

2. To further fine intellectual accomplishment and sound scholarship.

3. To cooperate with the college administration in the maintenance of high social standards.

4. To be a forum for the discussion of questions of interest in the college and fraternity world.

5. To revise and update the Constitution every year.

6. To act in accordance with the National Panhellenic Unanimous agreements and policies.

Article III POWERS

1. This Constitution shall be the supreme governing agency of the Panhellenic Association of the University of Florida and shall remain paramount to any conflicting by-laws.

2. Panhellenic Association shall establish rules governing the rushing, pledging, and initiation of women by member fraternities. Such regulations shall be set forth in the by-laws.

3. The Panhellenic Association shall have the power to levy and collect semesterly dues.

of the Vice President of Student Affairs through the Office for Student Services and with Panhellenic Association. Written intention must be filed by the deadline set by the Office for Student Services.

2. The petitioning group must be approved by a two-thirds majority vote of the voting delegates of the Active Group memberships of the Panhellenic Association of the University of Florida.

3. A group admitted to the Panhellenic Association of the University of Florida shall be bound by the Panhellenic constitution, by-laws, and any established rules of the Panhellenic Association of the University of Florida.

4. An associate member may and shall be fined for any breach of same.

C. The Panhellenic Association of the University of Florida does not permit any action taken or situation created intentionally, whether on or off University premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule.

D. The Panhellenic Association of the University of Florida hereby agrees to abide by all University of Florida rules and regulations and does not discriminate on the basis of race, creed, color, national or ethnic origin, religion, disability or sexual preference.

Article V THE PANHELLENIC COUNCIL

1. The Panhellenic Council of the University of Florida shall be composed of the Officers of Panhellenic and the each chapter of the National Panhellenic Conference fraternities represented on their campus. Chapter membership with a total of 50 or less shall be required



Kappa Alpha Theta Fraternity

Statement on Diversity

Kappa Alpha Theta welcomes as members, in accordance with the laws of the Fraternity, college women who are of good moral character and socially congenial, without regard to race, religion, national origin, age or handicap. There is nothing in the laws or policies which is discriminatory against the aforementioned categories.

Members and chapters are encouraged to seek ways to increase their awareness of cultural differences while learning more about their own heritage. Programming should include an appreciation of and sensitivity to these differences. Consideration should be given to the many truths and values which transcend cultures and provide a common basis for friendship.

Kappa Alpha Theta is a fraternity for women, and as such, does not have male members.

Americans with Disabilities Act Self-Evaluation Orientation Questions

1) *List facilities that your office uses for programs, activities, or services offered by the University. Describe steps that will be taken to ensure that such facilities are accessible, or that the use of such facilities will not result in the inaccessibility of any programs or activities of the institution.*

The Preview summer orientation program and the regular orientation program at the University of Florida uses five main buildings: J. Wayne Reitz Union, Broward Hall, Student Recreational and Fitness Center, Marshall M. Criser Student Services Center and room P207 Peabody Hall.

a) **J. Wayne Reitz Union:** The J. Wayne Reitz Union is currently accessible to all students. The only exception to this would be the stage of the J. Wayne Reitz Union Auditorium where presenters speak to new students and their parents. The Auditiorium will be updated this January 1993 to include a handicapped lift for presenters with disabilities.

b) **Broward Hall:** The students and parents who wish to stay on campus, stay in Broward Hall. In our orientation brochure sent to all students accepted for Summer B and Fall semesters, we include the following statement: "Disabled students and other participants with special housing accommodation needs should please note them on the Preview Reservation Form." When we receive these requests we make sure to put the students on the first floor and in a handicapped accessible room.

c) **Student Recreational and Fitness Center:** The Student Recreational and Fitness Center is the facility where the students and parents participating in the Preview program eat their meals. This building is accessible to students with disabilities. The route to the Student Recreational and Fitness Center is accessible as well. For students who can't get to the Fitness Center by foot are escorted over by the University of Florida Handivan.

d) **Marshall M. Criser Student Services Center:** The students register for their classes in this building and the building is handicapped accessible. The set-up of the registration area also is accessible to all students.

e) **Room 207 Peabody Hall:** This is the office location of the university orientation program. Unfortunately, our main reception area is not accessible. We are currently in the planning stages of making this area accessible. We will accomplish this by replacing the current secretarial desks (2) with modular units so that the current physical barriers will be gone and enable students to get into our resource room located in P207c. This will be accomplished by Fall 1993.

2. *What steps have been taken to ensure that all publications are accessible to people with visual and print related disabilities?*

The orientation program at the University of Florida produces three main publications: Preview orientation brochure, Directions Book and Parents Guide. In 1993, all of these publications will have the following statement: "Students with print related disabilities, please contact the Preview orientation office to request this publication in an alternate format." If students request an alternate format we will adjust the current publication to meet the needs of each student.

3) *If you use telephones in your program, activities and services, describe the steps taken to ensure that persons with hearing impairments will have access to your services.*

In our publications we state the following: "Students with disabilities should contact Dean Ken Osfield in P205 Peabody Hall or at (904) 392-1261 (V-TDD)

If students require interpreters we hire an interpreter to accompany the student through the interest sessions and the registration process.

23) *Describe the steps that will be taken to ensure that orientation programs do not discriminate on the basis of disability, and that no separate orientation program replaces the regular orientation program for students with disabilities.*

The following steps will be taken to ensure that the orientation programs do not discriminate on the basis of disability:

a) Our orientation materials will continue to encourage all students to participate in the Preview program.

b) Make sure that all facilities that are used for the program are accessible to all students.

c) Continue to include statements in our brochures requesting the special needs of our disabled students.

d) Provide students with visual and print related disabilities publications in alternate format based on each students request.

e) Continue to include a training session on students with disabilities to the Preview orientation staff.

f) Start a training session for the Preview Selection Team on students with disabilities.

g) Attend a PLUS meeting to encourage disabled students to apply for Preview staff positions.

h) Install modual furniture to replace the current secretarial desks in P207 Peabody Hall.

i) Continue to work closely with the Office of Disabled Students to ensure that we are meeting the needs of students with disabilities.

GENERAL INFORMATION

Change of College: No official college changes can be made at this time. Official changes can be made later in the semester through the Office of the University Registrar, S222 Marshall Criser Student Services Center.

Students with Disabilities: Students with disabilities should contact Dean Ken Osfield in P205 Peabody Hall or at (904) 392-1261. (V-TDD)

Health Insurance: Students at the University have the opportunity to purchase Health Insurance at low group rates. Forms are available at the Student Government Office, 305 J. Wayne Reitz Union, and in Room 312 of the Student Health Care Center. For more information, contact the Student Health Insurance Office at (904) 392-1161.

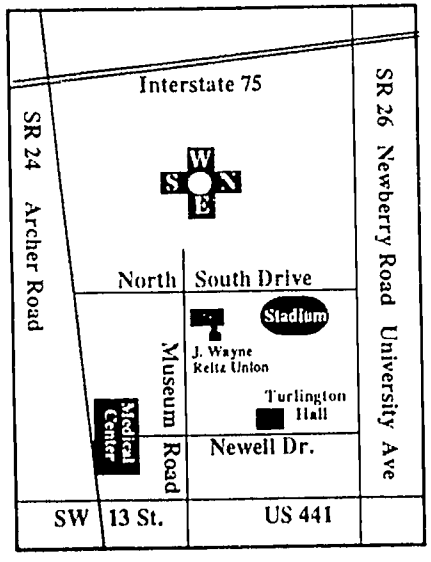
Immunization Requirement: Each student accepted for admission must submit, prior to registration, proof of immunization for measles and rubella. When the application for admission is approved, a form will be forwarded to the student to complete and return. No student will be allowed to register until the Admissions Office has received the form and it has been approved by the Student Health Care Center.

UF Library Cards: New students who wish to use the library facilities must use their UF Student I.D.

Admissions Office	392-1365
Disabled Student Services	392-1261
University Financial Aid	392-1275
Campus Food Services	392-2491
Campus Housing	392-2161
University Registrar	392-1374
Student Health Care Center	392-1161
Academic Advising	392-1521
Office for Student Services	392-1261

Parking Decals and Shuttle Bus Schedules and Passes: Student vehicle parking decals can be purchased at the Parking and Administrative Services Department, 354 North-South Drive. Students must present a fee card and proof of ownership to purchase a decal. Parking maps, shuttle bus schedules and campus traffic and parking rules and regulations are also available.

UF Student Identification: The official student picture identification is commonly called the Gator One Card and is now a requirement for all University of Florida students. To have your card made, go to I.D. Card Central behind the University of Florida Bookstore. You will need a picture I.D., social security card or other proof of your social security number and five dollars. Currently, the card serves as your official student I.D., library card, computer lab access, and as I.D. for check cashing on campus, for purchasing student athletic tickets and access to the new Student Recreation & Fitness Center. If you have questions, please stop by I.D. Card Central behind the UF Bookstore, Monday through Friday, 9:00 am to 3:30 pm, or call (904)392-UFID.



GO GATORS!

UNIVERSITY OF FLORIDA

Spring Orientation

January 3, 1993

The Office for Student Services

WELCOME TO GATOR COUNTRY!

It is important to arrive promptly for Orientation, and plan for the session to last several hours. A special small group session concerned with course registration instructions will be presented as part of the program. In this session, student orientation leaders will distribute registration materials, explain how to fill out a registration form and where to go for academic advisement, and answer any other questions you may have about registration day. You will also be attending an Upper Division Forum where advisors from the particular college in which you will be enrolling will furnish additional information.

Please Note: Failure to attend could jeopardize the progress of your registration. Some Departments and/or Colleges will not advise students who have not attended this orientation session

WHAT TO BRING

- #2 Pencils
- Picture Identification
- Social Security Number
- College Transcripts

ORIENTATION SCHEDULE

4:45 pm *Check-in for Math and Chemistry Placement Test*	Turlington Hall Plaza
5:00-6:30 pm *Math/Chemistry Placement Test*	Turlington Hall
6:30-7:00 pm *Check-in for Orientation*	East Gallery 2nd Floor, JWRU
7:00-7:45 pm *Opening Session*	Ballroom 2nd Floor, JWRU
7:45-8:30 pm *How to Register for Your Classes*	Ballroom 2nd Floor, JWRU
8:35-9:20 pm *Success Strategies for Transfers*	282 JWRU
Students Over the Traditional Age	284 JWRU
General Education Requirements for 1 and 2 UF classification	Ballroom 2nd Floor, JWRU
9:20-10:20 pm *Upper Division Forums*	JWRU Mtg. Rooms

Note: JWRU denotes the J. Wayne Reitz Student Union

IMPORTANT DATES AND INFO

Registration: You will be given all the materials necessary for registration at the orientation session on January 3, 1993. You will begin registration on January 4, 1993 by reporting to The Florida Gym at the time indicated on your registration notice.

Drop/Add: Drop/Add will begin on Tuesday, January 5, 1993, and end on Thursday, January 7, 1993. Drop/Add will be held in the Criser Student Services Center and various departmental offices.

Payment of Fees: All fees must be paid by 3:30 pm Friday, January 15, 1993, at University Financial Services, S113 Criser Hall. You can pay your fees as soon as you have completed the registration process Monday through Friday, 8:30 am-3:30 pm, or you can deposit your fees in the drop box outside S113 Criser Hall until 3:30 pm January 15, 1993. (DO NOT DEPOSIT CASH) If you have not paid your fees or made arrangements to have your fees deferred on or before January 15, a $50.00 late fee will be charged in addition to your regular fees. If you do not receive Fee Payment Receipt cards in the mail, a duplicate set of fee cards can be obtained at S113 Criser Hall by presenting a valid picture identification

Placement Tests: If you need to take the Math or Chemistry Placement Tests, please report to Turlington Hall Plaza at 4:45 pm on January 3, 1993 Please bring a #2 pencil and a picture ID with you. All disabled examinees who require special testing conditions must contact the Office for Instructional Resources at (904) 392-3989 at least 72 hours prior to the orientation session.

MATH: If you would like to register for MAC 3233 (Survey of Calculus I), MAC 3311 (Analytic Geometry) or MAC 3472 (Honors Calculus I), you will need to take the MATH Placement Test.

CHEMISTRY: If you need to determine whether to take CHM 2040 (Intro. to General Chemistry) or CHM 2045 (General Chemistry & Qualitative Analysis), you will need to take the CHEMISTRY Placement Test.

Foreign Language Placement Tests: You must take the French or Spanish Placement Test before registering for French or Spanish courses if:

1. You had two or more years of either language in high school (excluding 9th grade),
2. You had two semesters of either language at another college or university, OR
3. You have out-of-classroom knowledge of either language such as having lived abroad or you are a native speaker.

Students should come by 103 Dauer Hall for more information and to sign up for the tests. Registration will not be taken over the telephone.

MEMORANDUM

To: William Kolb - Admissions
Mary Carnegie - Preview

From: Kenneth Osfield
504/ADA Coordinator

Date: December 9, 1991

Re: Campus Tours

In my review of the Americans with Disabilities Act legislation I have found that it specifically addressed campus tours.

All tours on campus must take accessible routes. That includes walkways and inside buildings.

Please review current routes for access. I am more than willing to review the current tours and proposed tours for access. Please get back to me for an appointment to review the routes.

Also at some point I will need a formal tour route submitted to me for inclusion in my ADA file.

cc: ADA file

MEMORANDUM

To: Ken Osfield, Student Affairs

From: Sandy Vernon and Rex Glover,
Student Government

Date: October 28, 1992

Subject: Answers to the questions on your memo of August 23,1992, which Subject was: Americans with Disabilities Act Self-Evaluation, Academic Affairs Questions' Answers

(1) The various Student Organizations which are funded by Activity and Service Fee funds currently use many of the buildings on campus. Our plans to insure that these facilities are accessible include:

A. - A walk-through survey which would be completed by persons using wheelchairs and people whose sight is impaired. This walk-thru would be directed/monitored by the Director of the Disability Affairs Cabinet and would help us locate areas in offices that need to be redesigned to be made accessible.

B. - Review and endorse the findings of the committee headed by interior design professor Jim West which is currently reviewing all buildings for 'accessibility.'

(2) Require that all funded publications include the statement *" For individuals with documented print related disabilities, this publication is available in alternate format upon request. Contact 'the organization name' for more information."*

(3) Student Government will work to insure that all telephones used by SG funded organizations will have access to the Florida Relay Service, so that persons with hearing impairments can have access to SG funded organizations. Organizations will be advised to list on letterheads and publications the FRS number as well as their number to insure all persons will be able to communicate with organizations on campus.

(4) Student Government will work to inform all SG funded organizations that they should hold meetings in accessible areas, have alternate formats of publications, and have constitutions that provide for non-discriminatory practices for membership.These should specifically state "does not discriminate on basis of disability," in their constitution.

For activities and events the following statement would be required on all ads, fliers, programs, etc. *"For individuals with disabilities, requiring special accommodations, please contact 'organization name' within 72 hours of the program so that proper consideration may be given to the request."*

Student Government will also advise all funded organizations that if their organization is contacted for an interpreter to contact Ken Osfield at Disabled Student Services Office at 392-1261 to make arrangements.

Student Government will work to require that all letterhead and publications list the Florida Relay Number for hearing impaired individuals '1-800-955-8770.'

(38 and 39) Student Government will work for the passage of an amendment to the Student Body Codifications which would require the items listed above. The General Accounting Office of the Student Government Finance Office would then as part of its annual audit of each organization monitor their compliance with these requirements.

CHAPTER 804 STUDENT GOVERNMENT PRINTING (71-120, 74-125, 74-177, 83-210, 90-141, 91-130, 92-117, 92-126, 92-142)

804.11 One copy of each issue of any publication, such as a yearbook, program, or poster, subsidiary to Student Government shall be submitted to the Office of the Treasurer and to the Student Senate Budget Committee.

804.2 All organizations receiving Student Body funds or otherwise benefitting from Student Government sponsorship must credit said sponsorship/funding in publication of any and all brochures, pamphlets, posters, mailing tickets, advertisements, programs, handbills, stationery, and letters, by inclusion of the following statement: "(Name of Organization and/or event) is (funded and/or sponsored) by UF Student Government."

804.21 A copy of this chapter shall be given to the President or the Director of each Student Government funded/sponsored organization by the Student Body Treasurer at the time of each and every request for sponsorship/funding.

804.22 Upon the first violation of 802.2, the General Accounting Office will notify the organizational president, faculty advisor, and the Student Senate President, Budget Committee, Finance Committee and the Information and Investigation Committee of the violation. Upon the second violation in a fiscal year, the organization's funds will be frozen for thirty (30) days. Upon the third violation in a fiscal year, funds will be frozen for seventy-five (75) days. Upon the fourth violation in a fiscal year, Student Body funds will be closed to the organization for the remainder of the fiscal year. All notifications regarding violations and actions toward the organization's account must be made in writing and kept on file in the Student Body Treasurer's office.

804.3 All Student Government Organizations shall provide copies of printed materials in enlarged letters and in audio format upon request.

804.31 All documents shall state the following:
"For individuals with print related disabilities, this publication is available in alternate format. Contact Student Government."

804.32 All advertising for events shall state the following:
"For special accommodations, contact Disability Affairs Cabinet, seventy two (72) hours in advance."

ERIC

the Lake Alice News

Sports, page 7 and 12 • Cultural diversity at UF, page 2 • Gator Groups, page 10 • Activity Guide, page 8 and 9 • Opinions, page 4 and 5

Volume 1, Number 2 | Serving the student body of the University of Florida | Monday, September 21, 1992

to feel about it.

Certainly, some of you will remain convinced that The Lake Alice News is, and always will be, a mouthpiece for SG. It is entirely possible that we will not be able to exercise editorial independence despite SG assurances. If this becomes the case, however, you can be certain that other peoples' names will appear in the staff box soon after.

In 1822, James Madison wrote in a letter to a friend that "government without information, or the means of acquiring it, is but a prologue to a farce or a tragedy; or both."

Our opinions of SG's actions, and our opinions in general, will be kept to the editorial section of the newspaper. Our news stories dealing with SG will simply reflect SG's actions and the university community's reaction to them. You will decide if they should be praised or criticized. After all, students elect SG to represent their interests and deserve to know whether or not those interests are being represented. We are glad neither for the story that hurts, nor for the story that praises, but only for the story that is accurately and fairly written. The Lake Alice News, or any other media for that matter, has a responsibility to provide you the means for making a well-informed decision. It is a responsibility we do not take lightly.

That's where we are coming from, gang. Again, the News staff thanks everyone who made comments and suggestions on last week's issue. Your opinions matter and are always welcome. You can get them to us by writing us at JWRU Box 50, Gainesville, FL, 32601, or by calling 392-1665, Ext. 1 (twice). In the meantime, we'll be here every Monday...right from your own backyard.

Executive Editor •
David Baltaxe,
Managing Editor • Paul Ziebarth,
Copy Desk Chief

Brent Gardner, Business Manager • Sharon Goodman,
CommunityRelations Director

Jay Levy, News Editor • Amy Moulden, Features Editor • Gary Coatcam,
Sports Editor • Toni Bartram, Photography Editor • Karen Pier, Editorial Page Editor
• Kellie McMaster, Gator Groups and Activity Guide Editor • Dan O'Connell,
Entertainment Writer • Meredith Burnett, Assistant to the Managing Editor • Maurice Cohen,
Photographer • Laura Bendix, Staff Writer/Photographer • Lisa Dillon, Staff Writer
• Suzanne O'Niell, Staff Writer • Lori Ann Spivey, Gator Groups Editor's Assistant

Dirk Moore, Contributor • Bruce Ritchie, Contributor

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Jennifer Mullins, Account Representative • Mike Neumeier, Assistant to the Business Manager • Karen [illegible]
Account Representative

Mary Kay Schneider, Advisor • Leonard Tipton, Advisor • Jackie Ernie, Advisor • Paul Gates, Advisor • [illegible]
UFSG Advisor • Sandy Vernon, Administrative Assistant

The Lake Alice News is a not-for-profit weekly student newspaper funded by advertisers and the University of Florida Student Government. The Lake Alice News will serve the interests of the University of Florida student body fairly and accurately without fear of outside interests or retribution or favor to any group or person. Although The Lake Alice News will scrutinize candidates in UFSG elections, it will not endorse or oppose any candidate or party in the [illegible] Government elections.

The Lake Alice News rents space for computer production at the offices of Ms.'s Output and [illegible] and is printed at The Gainesville Sun.

The Lake Alice News will be provided to students in alternate formats of large type or computer disk. For [illegible] contact the office. The Lake Alice News office is 305 Reitz Union, and the address is JWRU Box 50, [illegible] 32611. The phone number is 904-392-1665, ext. 1, twice.

BEST COPY AVAILABLE

University of Florida Student Government Cabinet Application

Please print or type:

Date:_____

Name: _____
Last First Middle Social Security No.

Local Address:

_____
Apt.# Zip Code Phone

Permanent Address:

_____ ( )
City State Zip Code Phone

Will you be here summer semester? _____ Hours Enrolled: _____

Classification: _____ GPA: _____ Major: _____ Anticipated graduation date: _____

What position(s) and cabinet(s) are you applying for? (Director, Assistant Director, Staff) _____

_____

_____

_____

What new ideas or projects do you recommend for the cabinet(s) for which you are applying? _____

_____

_____

_____

What relevant experience do you have? _____

_____

_____

_____

I hereby authorize Student Government and all of the necessary SG asociates to verify my grade point average, classification, hours enrolled and other information deemed necessary that may affect my performance as a member of the Student Government Cabinet.

_____ _____
Signature Date

ACA

UNIVERSITY OF
FLORIDA

OFFICE FOR STUDENT SERVICES

P202 Peabody Hall
Gainesville FL 32611-2058
(904) 392-1261
(TTY or Voice)

MEMORANDUM

To: Brian Siemienas
Budget Chair

From: Kenneth Osfield
Assistant Dean for Student Services

Date: July 16, 1992

Subject: A & S Fee Request for 93-94

As the number of students with disabilities continue to increase, it is important to prepare for their arrival. With the passage of the Americans with Disabilities Act, there will even be a greater impact on those numbers. The Rehabilitation Act of 1973 (Section 504) and the ADA both require that all programs and services at any public institution be fully accessible to persons with disabilities. That legislation includes student activities and organizations.

I am asking that SG be pro-active in its approach to this issue and I am requesting that a special fund be set up to make sure that any request for access to programs and services will be provided. Services such as interpreters for senate, ACCENT shows, SGP shows, meetings, and any other event sponsored by SG or any organization within it must be provided upon request. Also, access to trips, movies, special events, publications and any other planned SG event needs to be accessible.

I am requesting that .05 cent increase be added to the current A & S fee to start this account. I would also like to see that whatever is not used in any fiscal year be rolled over in the same account for use the following year. The justification for this, is that during any one year the need may be lower than the amount allotted, but could go

Equal Opportunity/Affirmative Action Institution

beyond the amount allotted. No matter what the amount in the account, whatever the cost of the service is, the service will have to be provided. By building a surplus SG protects itself from future problems. I would also like to see this fee separate from the SG budget, similar to the Health fee, and administered by the Office of Programs and Services for Students with Disabilities. A committee could be set up by SG Exec and Senate to oversee the account. I feel the Chair of the committee should be the Cabinet Director for Disabled Affairs. Others members of the committe could be designated by SG.

I want to thank you for allowing me the opportunity to present this information to you and request that you let me know of any meeting planned to discuss this issue. I look forward to hearing from you.

Information on costs for services:

Interpreter services - $20.00 per hour, minimum of 2 hours, plus travel expenses.

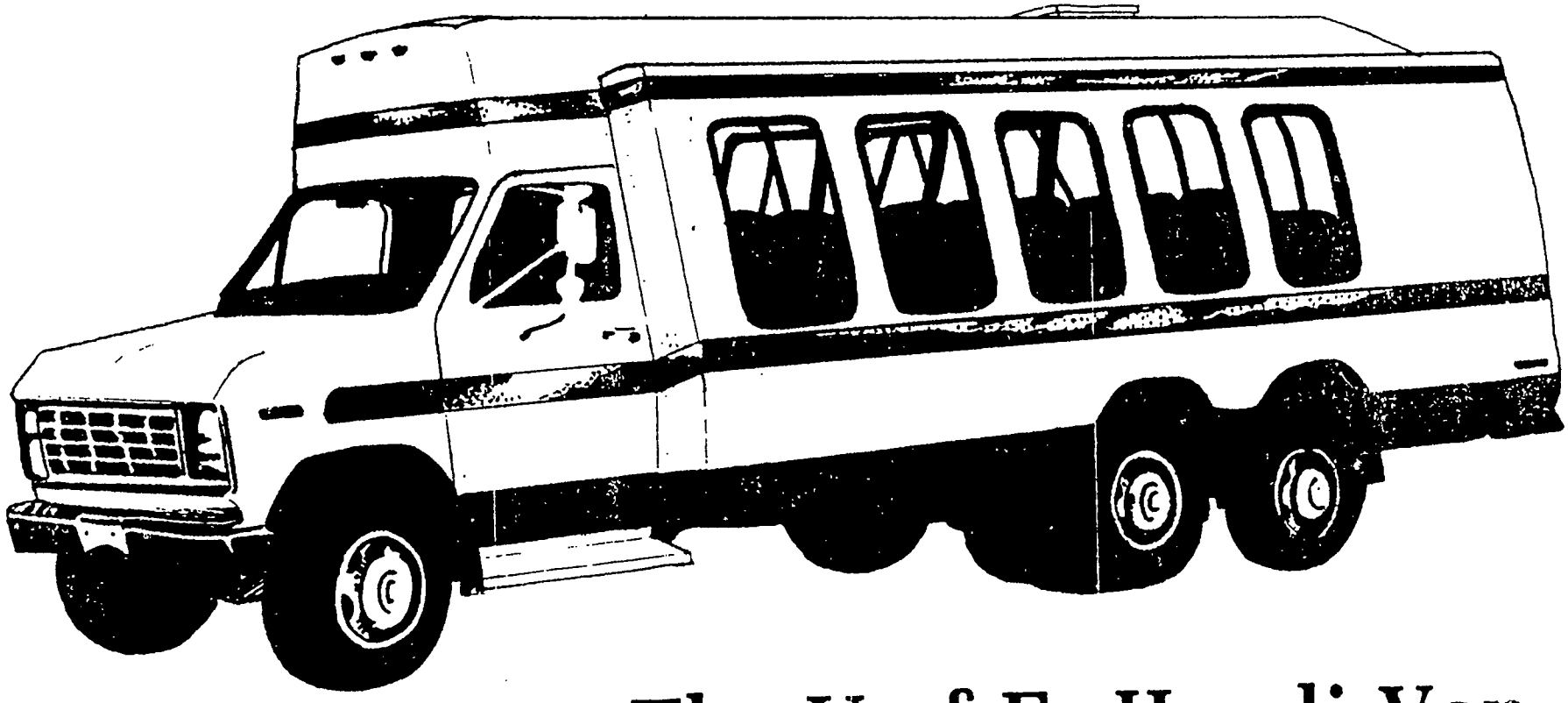
Publications in alternate formats for any SG printed materials. Depending on the requested format the price will vary. Large print would just be the cost of enlarging, audio format would be approximately $1.00 per page, and Braille would also be approximately $1.00 per page.

Vehicle access - Any trip or event planned in which vehicles are used must provide access to persons with disabilities if a request is made. Cost varies.

Equipment to make movies and audio media accessible, needs to be available. Initial cost would be the purchase of the decoders, price varies.

Changing SG emergency phones to make sure all are accessible. Some phones are not accessible at present and all need to be.

cc: SG file



The U of F Handi-Van

Is The Handi-Van Service For You?

1. The Service

Handi Van is designed to provide reliable on-campus transportation for disabled students and staff. Inspired by programs operating successfully at other universities.

Handi Van is equipped with a hydraulic wheelchair lift for easy access and has space for two wheelchairs. Nine plush contoured seats and air conditioning make for a comfortable ride. A trained driver will be available to assist anyone having difficulty boarding.

2. The Passengers

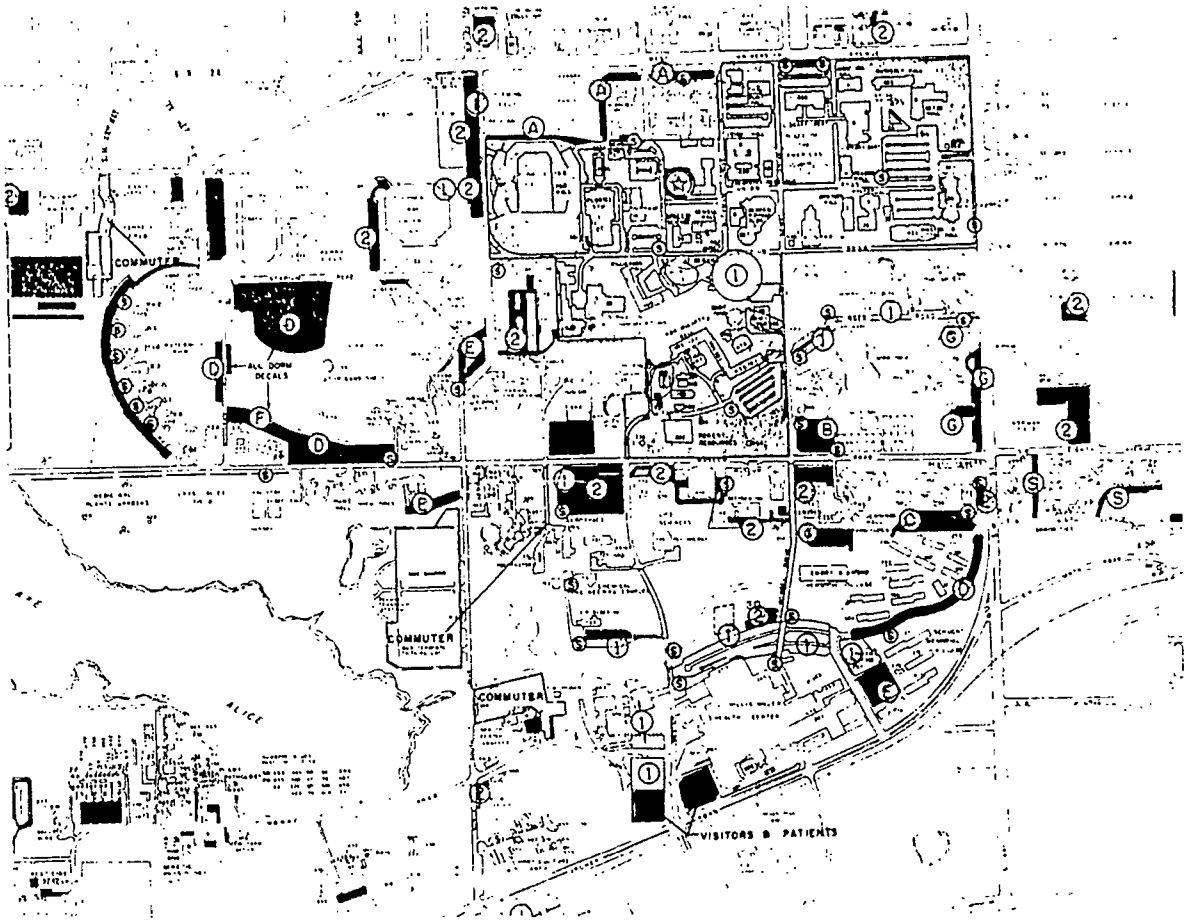
Although the disabled receive priority seating, temporarily-disabled students and staff hampered by crutches or slings will find Handi Van a pleasant alternative to walking several blocks with an armful of books. Handi Van intends primarily to meet the needs of those with motor disabilities and eye and ear impairments. The vehicle provides fast, dependable and comfortable on-campus transportation.

3. **The Schedule**

   By appointment only. To schedule a ride on the Handi-Van, please call 376-3236-482 24 hours in advance if possible.

4. **The Cost**

   Expect to use this service frequently. Invest in a $16.00 boarding pass which entitles you to a year of unlimited campus travel. Temporarily-disabled students and staff may obtain a 5-day complimentary pass. An $8 semester pass is available for longer-term injuries. Purchase your pass from Parking Administrative Services (decal office) any Monday - Friday 8:00 a.m. - 4:30 p.m.





For more information contact the UF Student Traffic Court at 392-1621. Or write Student Traffic Court, 110 North South Dr., UF, Gainesville, Florida 32611.

The UF Handi Van
A Champion Vehicle
Sponsored by the Student Traffic Court
Handi Van hours: 7:00 a.m. - 4:00 p.m.



THIS IS NOT A TICKET
BUT A REMINDER

YOU ARE PARKED:

[ ] in a space reserved for the handicapped,

[ ] across a ramp used by persons in wheelchairs.

[ ] in a space reserved for those automobile operators who must use a wheelchair for mobility.

This specially marked parking-space is reserved by LAW for those automobile operators who must use a WHEELCHAIR for mobility and whose vehicle bears the WHEELCHAIR-SYMBOL license plate or the HANDICAPPED PERMIT STICKER on the windshield.

Why a specially marked parking-space for such persons? Because the usual parking-space is not wide enough to accommodate both the chair and the vehicle at the same time. This results, sometimes, in the handicapped person being blocked from re-entering his/her car for hours at a time, because another operator has parked too close. The HANDICAPPED are trying to be independent. GIVE THEM A CHANCE!!!

You have violated the LAW by parking here and subjected yourself to fines and tow-a-way charges. We are sure you do not want this experience or cost. Hence this COURTESY NOTICE.

Physically Limited University Students
UNIVERSITY OF FLORIDA

FUNDED BY STUDENT GOVERNMENT

UNIVERSITY OF FLORIDA

Student Health Service

Gainesville, Florida 32611

OFFICE OF THE DIRECTOR

area code 904 392-1161

October 15, 1992

MEMORANDUM

TO: Mr. Kenneth Osfield, Student Affairs

FROM: Boyd A. Kellett, M.D., Director

SUBJECT: ADA Self-Evaluation Infirmary ADA Questions

QUESTION#:

3. A telephone device for the deaf (TDD) has been obtained. An additional dedicated line to the main switchboard operator is scheduled for installation.

52. The following programs or services are offered:

1. Diagnostic and Treatment Services provided by physicians and physician extenders. These services are available on an appointment basis or a walk-in basis.
2. Mental Health outpatient counseling services available also by appointment.
3. X-ray Services
4. Pharmacy
5. Laboratory
6. Allergy and Immunization Clinic
7. Dietitian by Appointment
8. Orthopedic Consultation by Appointment
9. Allergist Consultation by Appointment
10. Gynecologist Consultation by Appointment
11. Health Education Informational Services available by Appointment or as a Walk-In.

The current information brochure listing our services for students is enclosed.

53. Each of the programs has equal access for all students. The physical facility conforms to standards for access to the handicap. The operational policy manual prohibits discrimination in-service delivery on any basis. That policy is incorporated in the patient bill of rights which is given to all new patients and is posted prominently throughout all the clinical care facility areas of the building. A copy of the patient bill of rights is attached.

Change of notice in service is published in the student newspaper. An information desk is available in the main lobby to notify and explain changes in service to walk-in patients. A large print written notice of change in service is available at the reception desk and the information desk. The information desk nurse, the receptionist and the customer relations desk have been instructed to read and explain changes in service notice when necessary.

Inform consent and authorization for release of medical information forms are available in large print and are also verbally read to the patient when necessary.

54. The Student Health Service building is in the process of renovation. First floor renovation has been completed. Architectural plans for the renovation of the remaining floors were reviewed by the Assistant Dean for Student Services Compliance Officer for ADA. All recommendations have been incorporated in design. The first floor completed renovation met the standards in 1990-91. The building also meets the accessibility standards for the handicapped as set forth by the Joint Commission on Accreditation of Healthcare Organizations. The building was last surveyed in 1990 and will be surveyed again in 1993.

While room numbers within the building are currently located at the tops of the doors, the names of the room occupants are at 54 inches in large print on the doors. A customer relations person located in the lobby assists new patients and patients with handicaps in locating offices within the building. This is accomplished by physically accompanying the person to their destination.

55. Neither the University of Florida nor the Student Health Care Center offer health or insurance policy or plan to students. Student Government currently sponsors the plan available at group rates to all undergraduates. Additionally the National Association of Graduate Students has offered and endorsed a plan for graduate students and international students. Current contract for both plans is by Parker and Parker and underwritten by MEGA Life of Dallas Texas. Numerous other plans are offered throughout the campus by other underwriters. A copy of the Student Government sponsored plan and the Graduate Student endorsed plan are attached.

56. Not Applicable

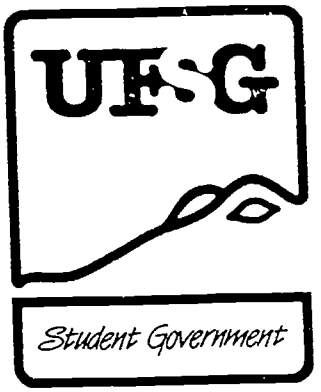
57. The next printing of our informational brochure sent to all new incoming students will be amended to include the number for the TDD and make known the availability of large print informational brochures.

59. The question addressed in this space regarding summary report forms was not clear.

BAK/sc

STUDENT INJURY AND SICKNESS EXCESS INSURANCE

THIS POLICY CONTAINS A DEDUCTIBLE PROVISION



Designed Especially for the Students of

THE UNIVERSITY OF FLORIDA

Gainesville, Florida

1992 - 1993

91-FL

09-0330

Services

Allergy Clinic: Allergy-related health problems are evaluated, tested and treated. (Allergy testing is performed by a UF College of Medicine physician.)

Allergy Injection Service: Registered nurses administer injections to patients who have their own antigens.

Cast Service: A physician and physician assistant apply, change and remove casts.

Clinical Laboratory: Licensed lab technologists perform routine diagnostic procedures.

Cold Self-Care Station: Patients learn how to treat their own colds. (There is no need to check in at the front desk to use this service.)

Health Education: Health educators provide individual and group counseling sessions that address problems such as the following:

AIDS	alcohol/substance abuse
contraception	nutrition and diet
self-care	sexual health
sexually transmitted diseases	wellness
stress/anxiety management	smoking cessation

Visit the SHCC Walk-In Information Center for printed materials.

Mental Health Service: Psychiatrists, psychologists, social workers, and counselors provide confidential care for emotional problems. (Individual and group counseling sessions are available.)

Nutrition Counseling: A registered dietician from UF's Clinical and Community Dietetics Department and SHCC clinical and health education staff provide nutrition and diet information.

Patient Observation Unit: This area consists of hospital rooms where patients receive certain types of care.

Pharmacy: The SHCC Pharmacy is a complete pharmacy staffed by licensed pharmacists who fill prescriptions written by SHCC and outside physicians. Health aids and over-the-counter prescriptions are also available in-house.

Radiology and EKG: Licensed technicians perform routine x-rays and EKG's, which are read by a consultant radiologist.

Sexual Assault Recovery Service: The S.A.R.S. provides individual and group counseling to victims of sexual assault, sexual harassment and battery.

Sports Medicine: A physical therapist and physician evaluate, test and treat orthopedic problems.

Urinary Tract Infection Clinic: A specialist from Shands Hospital diagnoses and treats urinary tract infections and other urinary abnormalities.

Wart Treatment: A physician assistant evaluates and treats warts.

Women's Health Care: A gynecologist, physicians and female licensed nurse practitioners provide the following services:

contraception counseling
Pap tests
pregnancy testing and screening
routine pelvic and breast examinations
screening, diagnosis and treatment of sexually transmitted diseases.

This brochure gives you vital information about your health facility. Please keep it handy.

Patient Rights

The SHCC recognizes its responsibility to insure that every patient—regardless of sex, race, age, beliefs, or handicap—has the right to be treated with dignity, respect, consideration, and confidentiality. Patients should take the initiative to communicate their concerns, problems, questions, unclear procedures, changes in condition or medication, and previous health history. Patients have the right to know about their health status, change primary or specialty physicians, seek a second medical opinion, and be informed of/refuse to participate in experimental research. Copies of the Patient Bill of Rights and Patient Responsibilities are available in the SHCC lobby.

Student Involvement

The SHCC is funded solely by UF students. Students are encouraged to participate in their health service through the following organizations:

Student Health Advisory Board (SHAB)
Student Health Outreach Team (SHOT)
SHCC AIDS Peer Education Program
Society's Attitudes and Values About Eating (S.A.V.E.)

Ask for membership information at the SHCC.

Billing and Insurance

The per credit-hour health fee, paid by all students, covers unlimited consultations with SHCC staff. However, minimal service charges are assessed for accident/injury care, lab tests, medication, x-rays, certain special services, and consultations with on-staff specialists.

Students are encouraged to pay for services the day they are rendered. Fees not paid on that day will be billed by UF Student Accounts.

The Health Fee included in students' tuition does not include insurance coverage. All undergraduate students taking 5 or more credit hours, post baccalaureate students taking 5 or more credit hours, graduate students taking 3 or more credit hours postdoctorate students and spouses who have paid the student health fee are eligible to enroll in the insurance plan. If paying premiums semi-annually, you do not have to meet the eligibility requirements to pay the second semi-annual premium.

CHILD HEALTH ASSURANCE BENEFITS

"Child health supervision services" are those services delivered or supervised by a physician, and needed in compiling a medical history, conducting a physical examination, making a developmental assessment, rendering anticipatory guidance, and conducting appropriate immunizations and laboratory tests. All such services must be in keeping with the prevailing medical standards. Such services are exempt from any deductible provision contained in this policy.

The cost of child health supervision services provided during 18 visits at intervals outlined below will be paid as any other sickness by us, the Company. Each of the 18 visits must occur at approximately the following ages: birth, 2 months, 4 months, 6 months, 9 months, 12 months, 15 months, 18 months, 2 years, 3 years, 4 years, 5 years, 6 years, 8 years, 10 years, 12 years, 14 years, and 16 years.

The benefit stated herein is payable on a per visit basis to one healthcare provider per visit.

ACCIDENTAL DEATH AND DISMEMBERMENT BENEFITS

Loss of Life, Limb or Sight

If such injury shall independently of all other causes and within 180 days from the date of injury solely result in any one of the following specific losses, the Insured Person or beneficiary may request the Company to pay the applicable amount below:

For Loss Of:

Life	$10,000
Both Hands, Both Feet, or Sight of Both Eyes	$ 5,000
One Hand and One Foot	$ 5,000
Either One Hand or One Foot and Sight of One Eye	$ 5,000
One Hand or One Foot or Sight of One Eye	$ 2,500

Loss shall mean with regard to hands and feet, dismemberment by severance at or above the wrist or ankle joint, with regard to eyes, entire and irrecoverable loss of sight. Only one specific loss (the greater) resulting from any one injury will be paid.

REPATRIATION BENEFIT STUDENTS ONLY $10,000 Maximum Benefit

If the Insured dies while insured under the policy, benefits will be paid up to $10,000 for preparing and transporting the remains of the deceased's body to his home country. This benefit is limited to the maximum benefit specified above. No additional benefits will be paid under Basic coverage for Repatriation.

MEDICAL EVACUATION BENEFIT STUDENTS ONLY $10,000 Maximum Benefit

When hospital confined for at least five consecutive days, and recommended and approved by the attending physician, benefits will be paid up to $10,000 for the evacuation of the Insured to his natural country. This benefit is limited to the maximum benefits specified above. No additional benefits will be paid under Basic coverage for Medical Evacuation.

DEFINITIONS

PRE-EXISTING CONDITION means any condition which is diagnosed, treated or recommended for treatment within the 6 months immediately prior to the Insured's Effective Date under the policy.

SICKNESS means illness or disease of an Insured Person which first manifests itself after the Effective Date of insurance and while the insurance is in force. All related conditions and recurrent symptoms of the same or a similar condition will be considered one sickness.

ITEMS NOT COVERED

ELECTIVE SURGERY AND ELECTIVE TREATMENT includes but is not limited to surgery and/or treatment for acne; acupuncture; allergy, including allergy testing; biofeedback-type services, birth control; breast implants; breast reduction, circumcision, corns, calluses and bunions; cosmetic procedures, except cosmetic surgery required to correct an Injury for which benefits are otherwise payable under this policy; deviated nasal septum, including submucous resection and/or other surgical correction thereof; family planning; fertility tests; impotence, organic or otherwise, infertility (male or female), including any services or supplies rendered for the purpose or with the intent of inducing conception; learning disabilities; nonmalignant warts, mole and lesions; obesity and any condition resulting therefrom (including hernia of any kind), premarital examinations, preventive medicines or vaccines, except where required for the treatment of a covered Injury; sexual reassignment surgery; skeletal irregularities of one or both jaws, including orthognathia and mandibular retrognathia; sleep disorders, including testing thereof, temporomandibular joint dysfunction, except when surgery is required due to a Medical Necessity; tubal ligation, vasectomy, and weight reduction. Elective surgery and elective treatment includes any service, treatment or supplies that: 1) are deemed by the Company to be research or experimental; or 2) are not recognized and generally accepted medical practices in the United States. Elective surgery and elective treatment do not include any procedures deemed a Medical Necessity by the Company.

EXCLUSIONS AND LIMITATIONS

No benefits will be paid for loss or expense caused by, contributed to or resulting from:

1. Routine physical examinations and routine testing; preventive testing or treatment; screening exams or testing in the absence of Injury or Sickness;
2. Eye examinations; prescriptions or fitting of eyeglasses and contact lenses; or other treatment for visual defects and problems. "Visual defects" means any physical defect of the eye which does or can impair normal vision;
3. Hearing examinations or hearing aids; or other treatment for hearing defects and problems. "Hearing defects" means any physical defect of the ear which does or can impair normal hearing, except as specifically provided under the "Newborn Infant Coverage";
4. Dental treatment, except for accidental Injury to sound, natural teeth;
5. War or any act of war, declared or undeclared; or while in the armed forces of any country (a pro-rata premium will be refunded upon request for such period not covered);
6. Participation in a riot or civil disorder; commission of or attempt to commit a felony; or fighting, except in self-defense;
7. Suicide or attempted suicide while sane or insane (including drug overdose); or intentionally self-inflicted Injury;
8. Injury sustained while (a) participating in any interscholastic, intercollegiate or professional sport, contest or competition; (b) traveling to or from such sport, contest or competition as a participant; or (c) while participating in any practice or conditioning program for such sport, contest or competition;
9. Skydiving, parachuting, hang gliding, glider flying, parasailing, sail planing or flight in any kind of aircraft, except while riding as a passenger on a regularly scheduled flight of a commercial airline;
10. Treatment in a Government Hospital, unless there is a legal obligation for the Insured Person to pay for such treatment;
11. Injury caused by, contributed to or resulting from the use of alcohol, illegal drugs or any drugs or medicines that are not taken in the dosage or for the purpose prescribed by the Insured Person's Physician;
12. Elective Surgery and Elective Treatment, except cosmetic surgery made necessary as the result of a covered Injury or to correct a disorder of a normal bodily function;
13. Routine new-born baby care, well-baby nursery and related Physician charges, except as specifically provided under the "Child Health Assurance Benefits";
14. Prescription Drugs dispensed or purchased while not Hospital Confined, except as specifically provided under the "Outpatient Services Benefits";
15. Pre-existing Conditions, except for individuals who have been continuously insured under the school's policy for at least 12 consecutive months, and congenital conditions, except as specifically provided for Newborn Infants;
16. Injury or Sickness for which benefits are paid or payable under any Worker's Compensation or Occupational Disease Law or Act or similar legislation;
17. Outpatient Physiotherapy, except for a condition that required surgery or Hospital Confinement: 1) within the 30 days immediately preceding such Physiotherapy; or 2) within the 30 days immediately following the attending Physician's release for rehabilitation;
18. Experimental organ transplants. If not experimental in nature, organ transplants will be covered as any other Sickness; and
19. Assistant Surgeon Fees.

CLAIM PROCEDURE

In the event of injury or sickness, the student should:

1. Report at once to the Student Health Care Center for treatment or referral, or when not in school, to the nearest doctor or hospital.
2. Secure a Company claim form from the Student Health Service or from the address below, fill in the necessary information, have the attending physician complete his portion of the form, attach all medical and hospital bills and mail to the address below.
3. File claim within 30 days of injury or first treatment for a sickness. Bills must be received by the Company within 90 days of service to be considered for payment.

This plan is Underwritten by:

The MEGA Life and Health Insurance Company

Submit all Claims or Inquiries to:

Student Insurance Division
P.O. Box 809025
Dallas, Texas 75380-9025
800-767-0700
214-233-8200

Policyholder Service:

Parker & Parker Consultants, Inc.
1-800-237-0903

Please keep this certificate as a general summary of the insurance. The Master Policy on file at the University contains all of the provisions, exclusions and qualifications of your insurance benefits, some of which may not be included in this certificate. If any discrepancy exists between certificate and policy, the Master Policy will govern and control the payment of benefits.

[illegible]

STUDENT INJURY AND SICKNESS EXCESS INSURANCE PLAN

THIS POLICY CONTAINS A DEDUCTIBLE PROVISION

Designed Especially for the International and Graduate Students of THE UNIVERSITY OF FLORIDA
Gainesville, FL

1992 - 1993

91 11

09-0330-04

BEST COPY AVAILABLE

ELIGIBILITY

All registered international students taking credit hours are required to purchase this insurance plan unless proof of comparable coverage is furnished.

All other Graduate students taking credit hours are eligible to enroll in this insurance plan.

Students must actively attend classes for at least the first 31 days after the date for which coverage is purchased. The Company maintains its right to investigate student status and attendance records to verify that the policy eligibility requirements have been met. If and whenever the Company discovers that the policy eligibility requirements have not been met, its only obligation is refund of premium.

Eligible students who do enroll may also insure their dependents. Eligible dependents are the spouse (residing with the insured student) and unmarried children under 19 years of age who are not self-supporting and reside with the insured student. Dependent eligibility expires concurrently with that of the insured student.

Alternative Coverage - If you do not meet the eligibility requirements of this plan, please call 1-800-237-0903 for information on alternative insurance plans.

EFFECTIVE AND TERMINATION DATES

The Master Policy on file at the school becomes effective at 12:01 a.m., August 14, 1992. Coverage becomes effective on that date or the date application and full premium are received by the Company (or its authorized representative), whichever is later. The Master Policy terminates at 12:01 a.m., August 14, 1993. Coverage terminates on that date or at the end of the period through which premium is paid, whichever is earlier. Dependent coverage will not be effective prior to that of the insured student or extend beyond that of the insured student. **Refunds of premiums are allowed only upon entry into the armed forces.**

If paying premiums by Semester, coverage expires as follows:

Fall — January 5, 1993

You must meet the eligibility requirements listed above to continue insurance coverage. To avoid a lapse in coverage your premium must be received within 14 days after the premium expiration date. It is the student's responsibility to make timely renewal payments to avoid a lapse in coverage.

EXCESS PROVISION

Even if you have other insurance, this plan will cover unpaid balances, deductibles and pay those eligible expenses not covered by other insurance.

Benefits will be paid on the unpaid balances after your other insurance has paid. No benefits are payable for any expense incurred for injury or sickness which is paid or payable by other valid and collectible insurance or under an automobile insurance policy.

Covered medical expenses excludes amounts not covered by the primary carrier due to penalties imposed on the Insured for failing to comply with policy provisions or requirements.

Important: The Excess Provision has no practical application if you do not have other medical insurance or if your other insurance does not cover the loss.

(Over)

PRE-ADMISSION CERTIFICATION REQUIREMENT

Important Pre-Admission Certification Requirement - All in-patient stays must be certified.

You are responsible for advising your physician of the pre-admission certification requirement of this plan:

1. Pre-certification of non-emergency hospitalizations: The patient, physician or hospital must telephone (800) 767-0700 at least 5 days prior to the planned admission.
2. Notification of emergency admissions: The patient, patient's representative, physician or hospital must telephone (800) 767-0700 within 1 working day of admission or as soon as possible after the patient becomes lucid and able to communicate.
3. If the patient needs continued stay hospitalization beyond the time initially certified, additional necessary hospital days must be approved by the pre-certification nurse. Expenses incurred beyond the number of authorized days will not be considered unless this procedure has been followed.

These procedures must be followed for claim payment consideration.

IMPORTANT: Pre-certification is not a guarantee that benefits will be paid.

The Student Insurance Division Office is open for pre-certification calls from 7:00 a.m. to 4:00 p.m. CST.

EXTENSION OF BENEFITS AFTER TERMINATION

The coverage provided under this policy ceases on the termination date. However, if an Insured is totally disabled on the termination date from a covered injury or sickness for which benefits are payable before the termination date, covered medical expenses for such injury or sickness will continue to be paid as long as the condition continues but not to exceed 12 months after the termination date.

The total payments made in respect of the Insured for such condition both before and after the termination date will never exceed the maximum benefit.

APPROVED COEFFICIENTS

The following coefficients multiplied by procedural unit values will be used in computing claim payments. These coefficients are considered to be the usual, reasonable and customary charges based on the HIAA Prevailing Health Care Charges System, and the Official Medical Fee Schedule (OMFS). OMFS assigns unit values to medical procedures based on performance time, complexity and difficulty. The policy coefficient factors are multiplied by the unit value listed for the charge submitted to arrive at the usual and customary payment.

Service	Coefficient
Surgical	$21.00
Medical	$ 6.45
Pathology/Laboratory	$ 2.40
Radiology/Total Unit Value	$ 16.90
Radiology Professional Component	$ 2.10

BASIC MEDICAL EXPENSE BENEFITS - INJURY AND SICKNESS

$200,000 Maximum Lifetime Benefit (For Each Injury or Sickness)
Deductible $100 (For Each Injury or Sickness)

(The Deductible will be waived when treatment is rendered at the Student Health Care Center.)

One such Deductible will apply if more than one insured family member is injured in the same accident or contracts the same contagious disease within 30 days. Each Insured Person will be eligible for the Maximum Lifetime Benefit. IMPORTANT: After the Deductible has been satisfied, benefits for Room & Board/Hospital Miscellaneous will be paid at 100% of Usual and Customary Charges up to $1100 aggregate maximum per day when treatment is rendered at a Hospital which is a member of the Sunhealth Preferred Provider Network. When treatment is rendered at a Hospital located in Tallahassee, Florida and after the deductible has been satisfied, benefits for Room & Board/Hospital Miscellaneous will be paid at 80% of Usual and Customary Charges and the $1100 aggregate maximum per day limitation will be waived.

The policy provides benefits for 80% of the usual, reasonable and customary charges (URC) incurred by an Insured Person for loss due to a covered injury or sickness up to the Maximum Lifetime Benefit of $200,000. Benefits will be paid up to the maximum benefit for each service as scheduled below. Covered medical expenses include:

Inpatient

Room and Board/Hospital Misc. Expense, daily semi-private room rate; and general nursing care provided by the hospital. Miscellaneous expenses include expenses such as the cost of the operating room, laboratory tests, x-ray examinations, anesthesia, drugs (excluding take home drugs) or medicines, therapeutic services, and supplies. In computing the number of days payable under this benefit, the date of admission will be counted, but not the date of discharge.	80% of Usual & Customary Charges/ $1100 aggregate maximum per day
Surgeon's Fees, in accordance with the Official Medical Fee Schedule. No more than one surgical procedure will be covered when multiple procedures are performed through the same incision or in immediate succession.	80% of Usual & Customary Charges
Anesthetist	25% of surgery allowance
Registered Nurse's Services, private duty nursing care.	80% of URC/$12 per hour/90 days maximum
Physician's Visits, benefits are limited to one visit per day and do not apply when related to surgery.	80% of Usual & Customary Charges
Pre-admission Testing	80% of Usual & Customary Charges
Psychotherapy, psychotherapy must be administered by an M.D. or licensed Psychologist Ph.D. Psychiatric Hospitals are not covered.	50% of Usual & Customary Charges/ $5,000 maximum (Per Policy Year)

Outpatient

Surgeon's Fees, in accordance with the Official Medical Fee Schedule. No more than one surgical procedure will be covered when multiple procedures are performed through the same incision or in immediate succession.	80% of Usual & Customary Charges
Day Surgery Miscellaneous, related to major scheduled surgery performed in a hospital.	80% of Usual & Customary Charges/$1200 maximum
Anesthetist	25% of surgery allowance
Physician's Visits and Physiotherapy, benefits are limited to one visit per day. Benefits for Physician's Visits do not apply when related to surgery or physiotherapy. See exclusion number 17 for additional physiotherapy limitations.	80% of Usual & Customary Charges
Medical Emergency Expenses, use of the emergency room and supplies.	80% of Usual & Customary Charges
Diagnostic X-ray & Laboratory Services	80% of Usual & Customary Charges/ $300 maximum (Per Policy Year)
Radiation Therapy & Chemotherapy	80% of Usual & Customary Charges
Tests & Procedures, diagnostic services and medical procedures performed by a physician, other than physician's visits, physiotherapy, X-rays and lab procedures.	Paid under X-rays & Laboratory
Psychotherapy, psychotherapy must be administered by an M.D. or licensed Psychologist Ph.D. Psychiatric Hospitals are not covered.	50% of Usual & Customary Charges up to $50 per day/ $500 maximum lifetime benefit

Other

Ambulance Services	80% of Usual & Customary Charges/$150 per trip
Braces and Appliances, a written prescription must accompany the claim when submitted. Replacement braces and appliances are not covered.	80% of Usual & Customary Charges
Consultant Physician Fees, when requested and approved by the attending physician	80% of Usual & Customary Charges
Dental Treatment, made necessary by injury to sound, natural teeth and fractured jaw only	80% of Usual & Customary Charges
Alcoholism / Drug Abuse	Paid under Psychotherapy
Elective Abortion	80% of Usual & Customary Charges/$350 maximum
Complications of Pregnancy	Paid under Maternity Benefit

Amounts paid to the Insured under this policy, and under all prior years' policies (including the prior carrier's' policies) for any one injury or sickness, will be considered payments accrued under the Maximum Lifetime Benefit. The Maximum Lifetime Benefit will not exceed an amount determined by subtracting from $200,000 all amounts paid to the Insured under any student injury and sickness policy issued to the University for any one injury or sickness.

MATERNITY BENEFIT

Benefits will be paid for normal pregnancy and normal childbirth as for any other sickness.

Conception must occur after the Insured's effective date. Covered medical expenses include: 1) Physician's visits, 2) Diagnostic services, 3) Obstetrical/surgical procedures, 4) Hospital room and board, and 5) Hospital miscellaneous expenses.

Coverage is provided for services of certified nurse midwives, midwives licensed pursuant to Chapter 467 and the services of birthing centers licensed under 383.30-383.335. Benefits will be paid for complications of pregnancy as for any other sickness.

If the Insured Person's insurance should expire, the policy will pay under this benefit providing conception occurred while the policy was in force.

NEWBORN INFANT COVERAGE

A child born to the Named Insured or any covered family member while this policy is in force is covered under this policy from the moment of birth for the same benefits and under the same terms and conditions applicable for children. In the case of an adopted newborn infant of the Insured, coverage shall begin from the moment of birth if a written agreement to adopt such child has been entered into by the Named Insured prior to the birth of the child, whether or not such agreement is enforceable. However, coverage for such child shall not be required in the event that the child is not ultimately placed in the residence of the Named Insured in compliance with Chapter 63.

Coverage for such newborn child consists of coverage for injury or sickness, including the necessary care or treatment of medically diagnosed congenital defects, birth abnormalities, or premature birth, and usual and customary charges for transportation costs of the newborn child not to exceed $1,000 to and from the nearest available facility appropriately staffed and equipped to treat the newborn child's condition, when such transportation is certified by the attending physician as a medical necessity to protect the sickness and safety of the newborn child. Such coverage does not include benefits for normal newborn child care.

A newborn child is covered from the moment of birth until the Company notifies the Insured as to the amount of any additional premium for such child's coverage. All liability with respect to such child terminates at the end of 31 days after notice has been furnished to the Insured, unless on or before such thirty first day the additional premium, if any, has been paid to the Company.

However, with respect to a newborn child of a covered family member of the Insured, the coverage for the newborn child terminates 100 days after the birth of the newborn child.

(Over)

THE RIGHT TO PRIVACY...

As a patient in a hospital you have the following rights based on the right of privacy...

1. to refuse to see any or all visitors;
2. to refuse to see anyone not officially connected to hospital;
3. to refuse to see persons officially connected with the hospital who are not directly involved in your care or treatment;
4. to refuse to see social workers and to forbid them to see your records;
5. to wear your own bedclothes so long as they do not interfere with your treatment;
6. to wear religious medals, etc.;
7. to have a person of your own sex present during a physical examination of yourself by a medical professional of the opposite sex;
8. not to remain disrobed any longer than is necessary for accomplishing the medical purpose for which you were asked to disrobe;
9. not to have your case discussed openly in the hospital;
10. to have your medical records read only by those directly involved in your treatment or monitoring of its quality;
11. to insist on being transferred to another room if the person sharing it with you will not let you alone or is disturbing you unreasonably by smoking or other actions.

FOR MORE INFORMATION CONTACT:

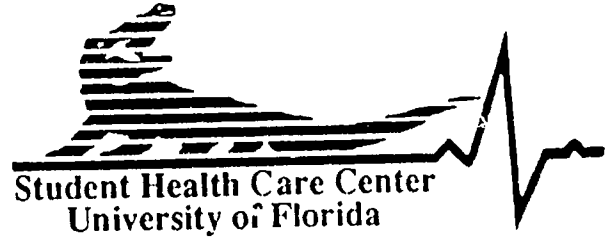
*Student Health Outreach Team
(at SHCC 392-1161 ext. 283)
*Student Government Health Cabinet
(305 J. Wayne Reitz Union, 392-1665)
*University Ombudsman
(Academic Affairs, 231 Tigert 392-9010)
*Student Legal Services
(368 J. Wayne Reitz Union, 392-2196)
*Alachua County Health Department
(730 NE Waldo Rd., 336-2364)
*Center for Law and Health Sciences
Boston University School of Law
209 Bay State Rd., Boston Mass. 02215
*National Urban Coalition
2100 M Street NW
Washington, D.C. 20036
*National Health Law Program
10995 LeConte Avenue
Los Angeles, Ca. 90024
*Commitue in Health Law
American Public Health Association
1015 18th Street NW
Washington, D.C. 20036
*Health Law Project Library
University of Pennsylvania
133 S 36th Street, Room 410
Philadelphia, Pennsylvania 19104

For more information on this subject, the following selected readings are available at the University of Florida Libraries:

*The Rights of Hospital Patients, an American Civil Liberties Handbook, by George Annas
*Hospital Legislation and Hospital Systems, by D.F. Bridgeman
*The Patient's Advocate, by Babara Huttman
*Patient's Rights and Professional Practice, by James T. Ziengenfuss
*The Rights of Patients, by Marjorie Taubenhaus

PATIENT'S RIGHTS

a health information pamphlet for University of Florida students



Student Health Care Center
University of Florida

BILL OF RIGHTS: AMERICAN HOSPITAL ASSOCIATION

1. The patient has the right to considerate and respectful care.

2. The patient has the right to obtain from his physician complete information concerning his diagnosis, treatment, and prognosis in terms the patient can be reasonably expected to understand. When it is not medically advisable to give such information to the patient, the information should be made available to an appropriate person in his behalf. He has the right to know, by name, the physician responsible for his care.

3. The patient has the right to receive from his physician information necessary to give informed consent prior to the start of any procedure and/or treatment. Except in emergencies, such information for informed consent should include, but not necessarily be limited to, the specific procedure and/or treatment, the medically significant risks involved, and the probable duration of incapacitation. Where medically significant alternatives for care or treatment exist, or when the patient requests information concerning medical alternatives, the patient also has the right to know by name the person responsible for the procedures and /or treatment.

4. The patient has the right to refuse treatment to the extent permitted by law and to be informed of medical consequences of his action.

5. The patient has the right to every consideration of his privacy concerning his own medical care program. Case discussion, consultation, examination, and treatment are confidential and should be conducted discreetly. Those not directly involved in his care must have the permission of the patient to be present.

6. The patient has the right to expect that all communications and records pertaining to his care should be treated as confidential.

7. The patient has the right to expect that within its capacity a hospital must make reasonable response to request of a patient for services. The hospital must provide evaluation, service, and/or referral as indicated by the urgency of the case. When medically permissable, a patient may be transferred to another facility only after he has received complete information and explanation concerning the needs for alternatives to such a transfer. The institution to which the patient is to be transferred must first have accepted the patient for transfer.

8. The patient has the right to obtain information as to any relationship of his hospital to other health care and educational institutions insofar as his care is concerned. The patient has the right to obtain information as to the existence of any professional relationships among individuals, by name, who are treating him.

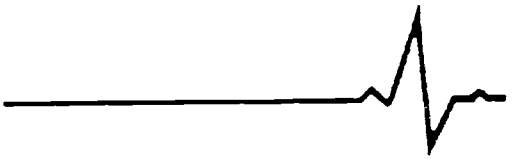
9. The patient has the right to be advised if the hospital proposes to engage in or perform human experimentation affecting his care or treatment. The patient has the right to refuse to participate in such research projects.

10. The patient has the right to expect reasonable continuity of care. He has the right to expect that the hospital will provide a mechanism whereby he is informed by his physician of the patient's continuing health care requirements following discharge.

11. The patient has the right to examine and receive an explanation of his bill regardless of source of payment.

12. The patient has the right to know what rules and regulations apply to his conduct as a patient.

copyright 1973, American Hospital Association reprinted from *The Rights of Hospital patients, An American Civil Liberties Union Handbook* by George J, Annas.



The Student Health Care Center is an accredited outpatient clinic which provides primary medical care and a variety of other specialty services.

All registered UF students are eligible for services. Post-doctoral, semester-off and spouses of students are eligible for services for a special fee, payable during the first three weeks of each semester. Visitors may also receive care, but will be charged for all services.

Appointments are encouraged

Acute Medicine/Injury Clinic
Allergy Clinic
Cast Service
Clinical Laboratory
Cold Self-Care Station
General Practice System
Health Education Services
Mental Health Service
Nutrition Counseling
Patient Observation Unit
Pharmacy
Radiology & EKG
Sexual Assault Recovery Service
Sports Medicine/Orthopedics
Student Injury Care Clinic
Wart Treatment
Women's Health Care

Monday-Friday:	8:00am-8:00pm
Weekends:	12:00pm-4:00pm
Monday-Friday:	8:00am-4:30pm
Weekends:	Closed
Information	392-1161 ext 309*
Appointments	392-1161 ext 224
Mental Health	392-1171*
Pharmacy	392-1760

**A physician and mental health counselor are available by phone after hours.*

Billing and Insurance

The health fee paid per credit hour by all students covers unlimited consultations with the SHCC staff. Minimal service charges are assessed for accident/injury care, laboratory tests, x-ray procedures, medications, certain special services and consultations with on-staff specialists. Students are encouraged to pay for services on the day they are rendered. If not paid that day, charges will be billed to the student by Student Accounts in Criser Hall. The health fee included in tuition does not include insurance coverage. A Student Government sponsored health insurance plan is available.

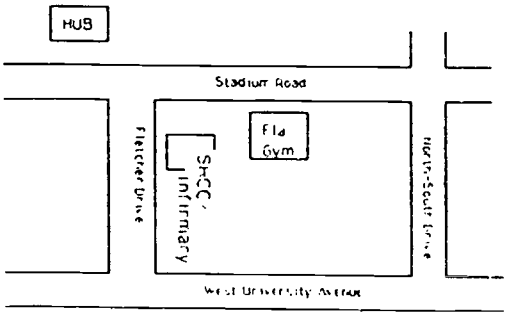
Student Involvement

SHCC is funded solely by students and there are many ways students can actively participate in decisions that affect their health service management:

- Student Health Advisory Board (SHAB)
- Student Health Outreach Team (SHOT)
- SHCC Aids Peer Education Program
- Society's Attitudes and Values about Eating (SAVE)

Patient Rights

The SHCC recognizes its responsibility to insure that every patient, regard-less of sex, race, age, beliefs or handicap has the right to be treated with respect, consideration and confidentiality. Patients should take the initiative to communicate their concerns and questions about problems or changes in health condition or medication, unclear procedures and previous health history. Patients have the right to seek a second medical opinion, to change primary or specialty physicians and to be informed of and refuse to participate in experimental research. A copy of the **Patient Bill of Rights and Responsibilities** is available at the SHCC.



UNIVERSITY OF
FLORIDA

J Wayne Reitz Union
Program Office

330 J Wayne Reitz Union
Gainesville FL 32611-2042
Phone: (904) 392-1655
Fax: (904) 392-5100

To: Ken Osfield MKS
From: Mary Kay Schneider, Chair of Reitz Union ADA Committee
Date: November 18, 1992
Re: ADA Self-evaluation

ADA SELF-EVALUATION QUESTIONS

3. If you use telephones in your program, activities, or services, describe the steps taken to ensure that persons with hearing impairments will have equal access to your services.

We will be publishing the Florida Relay System (FRS) Number with all of our publicity for our programs and services. All of the supervisors in the Reitz Union are receiving a letter outlining the information that needs to be included on any publicity including the FRS phone number. At this point, we do not feel that we need to invest in a TDD; however, if a significant need arises, we will investigate this possibility.

38. To make certain that discrimination (or the potential for discrimination) on the basis of handicap does not exist, describe steps that will be taken to review all materials, documents, or agreements related to student programs, activities, and services.

The Reitz Union ADA Committee went through every aspect of the building looking at physical structure, services, programs, and publicity to evaluate if discrimination exists. In regards to physical changes, they were already included in our transition plan. Gator Dining is taking care of meeting ADA requirements for their services. Finally, an additional sentence will be added to publicity and any written materials to let people know that we can accommodate for special needs. The ADA Committee also elicited the aid of several disabled students to get input on things they would like to see implemented.

39. List all policies, materials, documents, and agreements, based on the review in (38), that discriminate on the basis of handicap, or could have the effect of so discriminating. For each, describe steps that will be taken to modify such policies, materials, documents, and agreements.

The ADA Committee did not find any materials that intentionally discriminate, but we found things that omit stating that we can provide special assistance. This will be changed following a memo to all JWRU supervisors. We also plan to have materials available in large print as well as having the Florida Relay System number published. Signs will also be posted in certain areas of the Union to let people know about the services available. In addition, an effort will be made to get publicity over to Disabled Student Services in Peabody Hall.

Equal Opportunity / Affirmative Action Institution

40. Are the food service facilities of the institution accessible to handicapped persons, and are the policies and contracts related to food service free of any discrimination based on handicap? If no, discuss the steps that will be taken.

The food service facilities are accessible to disabled people. There are a few areas where structurally it can not be changed, but equal services are available. The changes mentioned above with regard to written materials and publicity are being changed in food service as well.

41. For all social or recreational programs or services for students, analyze the policies and practices related to such services, communications methods for informing students of activities, and the facilities in which they take place. Based on this analysis, discuss steps that will be taken to ensure nondiscrimination in all social or recreational programs or activities provided to students.

The publicity and communication methods for such events have already been discussed. Signs will be posted to let people know about the special facilities available. The majority of such programs will occur in the Ballroom, Auditorium, Colonnade, or meeting rooms all of which are handicap accessible. A lift is being put in the Auditorium as the renovations are being done during November and December 1992. All of the venues have facilities for people with physical handicaps. Assistive listening devices are ordered to help people with hearing impairments. The Union will also provide signers upon request. The Program Office is working to have a phone line where one can call in and hear a message of all of the upcoming weekly events occurring in the Reitz Union which we are sponsoring.

42. List all programs, activities, and services that are not operated wholly by the institution and, for each, identify the providers of such "outside" programs, activities, or services.

Since the Reitz Union is a venue used by so many outside groups, the list is too long to give here. Some of the major programs and organizations include Preview, student government, and registered student organizations. The Reitz Union also hosts many conferences by academic departments on campus as well as outside conferences.

43. For each of the "outside" programs or activities listed in (42), either: A) discuss how equal opportunities, as a whole, exist for handicapped persons in the specific program or activity; or B) discuss steps that will be taken to ensure that equal opportunity, as a whole, will exist in the specific program or activity.

Since the programs and activities occur in our physical space, there should be no structural barriers to people with disabilities. When someone reserves a space, we can provide them with a sheet outlining the special services available and offer suggestions on how to best publicize their event.

44. Have grievance procedures been established that will allow students to file complaints with the institution on matters related to section 504?

Yes

If yes, describe steps that will be taken to ensure that all students (including those with sight or hearing impairments) will be informed periodically of such procedures.

The first step is to create a bulletin board highlighting the changes and services available in the Reitz Union. This board will discuss the grievance policy in large print and we are purchasing a braille label maker so we can have the policy posted at the Information Desk in braille. Handouts outlining the procedures will be available at the Information Desk, Hotel Desk, Administrative Offices, Program Office, Student Activities Center, and Peabody Hall. We will also put the grievance policy on a Nexus tape for students sight impairments.

Americans with Disabilities Act Self-Evaluation for the J. Wayne Reitz Union

The committee to evaluate the Reitz Union in regards to ADA compliance is composed of representatives from Maintenance, Gator Dining, and Programming. In this way, we looked to address all of the areas of the Reitz Union. To provide further input, we met with several disabled students to get their suggestions and concerns. Likewise, we plan to continue our effort to get feedback, so we can make the Reitz Union truly the "living room of campus" for all students. This ADA committee will be overseeing the Title II compliance along with Dave Kratzer, director of the J. Wayne Reitz Union.

Physical Structure

In addition to the transition sheets that were sent on 9-3-92 regarding physical changes occurring, some other services are being added. Assistive listening devices have been ordered for the Rion Ballroom (2), the Auditorium (1), and one which can be placed in any room as needed. The ADA signnage will be completed by the end of FY '93. Two hotel rooms were completely redone so that the bathrooms and closets are handicap accessible as well as the television being closed captioned. For the Orange & Brew, any organization wishing to use the Orange & Brew for a meeting, program, or miscellaneous function is required to fill out an O & B Request Form with the Program Office. This form has a space to indicate if special accommodations are needed. The majority of other programming done in this venue is by the Reitz Union Program Council; therefore, the Program Office will make special arrangements for handicapped people. A new physical change is that the new elevators currently being installed will have a voice message to announce the floor for blind or visually impaired people so they know where they are.

Gator Dining

Rodney Cruise and the rest of the Reitz Union ADA Committee are overseeing Gator Dining's compliance with the ADA.

Programming & Publicity

The majority of programs offered by the Reitz Union are handicap accessible. The rest are accessible with special assistance such as getting a signer or an assistive listening device. In the future, all publications by the Reitz Union will contain wording similar to "If special assistance is needed, please call (the appropriate office) within 72 hours of the event." We will also publish the Florida Relay System phone number. We are also working to have publicity in alternative forms.

Training

The ADA Self-evaluation, along with suggestions and policies, will be discussed with the Reitz Union supervisors at a staff meeting. In addition to this, all of the supervisors in the Reitz Union will be receiving a memo outlining publicity changes, additional services, and an update of what is available in the Reitz Union. Effectively serving disabled people will also be addressed in the Student Employee Orientation as well as in training for Spinal Tech. It will be the responsibility of each supervisor to bring back the information to his/her area and train the employees appropriately on such things as how to get a signer, FRS, and the special equipment that is available.

Grievance Procedures

A committee to handle grievances was created. The committee is composed of the ADA Self-evaluation team (Pat Day, Rodney Cruise, and Mary Kay Schneider) to handle small grievances. For more serious concerns, the grievance committee will contain a student representative from the Board of Managers Policy and Procedures Committee and a student representative from the

Student Council for the Disabled. Written grievances can be turned in to the Hotel Desk or to the Information Desk. People with grievances can also call anyone on the ADA committee. The committee will meet to handle grievances as they occur. A form to handle grievances is being created. The grievance procedure will be publicized through a bulletin board on the first floor by the Information Desk as well as by handouts at the Information Desk and at Student Services. A Nexus tape will also be created to explain the grievance procedure.

Evacuation

The Reitz Union is being re-equipped with visual and audible alarms.

J. WAYNE REITZ UNION
UNIVERSITY OF FLORIDA

Program Office
Reitz Union
Gainesville, Florida 32611 - 2042
(904) 392-1655

To: Hank Reidelberger
From: Mary Kay Schneider, Program Advisor
Date: July 1, 1992
Re: Programs available for disabled students

We spoke earlier about what is available in the Reitz Union for disabled students, and I wanted to follow up with you for your brochure. The majority of the programs offered by the Program Office, with the exception of GORP (outdoor recreation) trips, are wheelchair accessible. This includes bands in the ballroom and Orange & Brew, movies, lectures, art exhibits, and leisure courses. We also would encourage all disabled students to get involved as active members of the Reitz Union Program Council (RUPC). In addition, with some notice, we could provide an ASL interpreter for lectures and similar events. Many of our foreign films have subtitles and, therefore, are good for hearing impaired students. At this time, we do not have the capability to have closed caption on films. Also in the Union, the Games Area has wheelchair bowling with a special bowling ball. In the near future, they will have wheelchair billiards.

Currently, we do not have any notation on our brochures and flyers that events are wheelchair accessible, etc., but we would like some guidance from you about what is the best way to advertise this. Any input you have about how we can greater serve the disabled population would be greatly appreciated. Thank you for contacting us. I look forward to talking with you in the near future.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

J. WAYNE REITZ UNION
UNIVERSITY OF FLORIDA

Director's Office
Reitz Union
Gainesville, Florida 32611 - 2042
(904) 392-1643

January 2, 1992

MEMORANDUM

TO: Ken Osfield

FROM: Dave Kratzer, Director DEK/lw

RE: Wheelchair Lift

Thank you for your assistance in helping the Reitz Union get a wheelchair lift. The lift will allow people in wheelchairs to have access to the stage in the JWRU theatre located on the second floor of the Union.

Ken, we would have had a tough time obtaining enough money to install a lift. Your assistance is greatly appreciated.

cc: Joe Lang, Chair, JWRU Board of Managers
Dr. Art Sandeen
Dr. Jim Scott

BEST COPY AVAILABLE

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

J. WAYNE REITZ UNION
UNIVERSITY OF FLORIDA

Director's Office
Reitz Union
Gainesville, Florida 32611 - 2042
(904) 392-1643

July 30, 1992

MEMORANDUM

TO: Mary Kay
Pat Day
Rodney Cruise

FROM: Dave Kratzer

RE: ADA Self-Study

Ken Osfield has offered to supply us with the guidelines to conduct an ADA self-study of the Union. The self-study is designed to measure the accessability of the facilities, programs, and services that we offer. It would then become the basis of a long range plan to make the needed changes and corrections.

I would like to ask the three of you to be the Union Committee for the ADA self-study with Mary Kay acting as the chair. All of you are very busy, but this is a very important area. Please let Leslie know if you will be willing to work on this project.

Thanks.

x.c. Ken Osfield

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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FILM SERIES spring 1993

WEDNESDAYS
"Actor/Actress Spotlight" Night

THURSDAYS
"Genré" Night

sunday	monday	tuesday	wednesday	thursday	friday	saturday
				14 Barton Fink	15 Singles Willy Wonka (m)	16 Singles Willy Wonka (m)
17 Cinema Paridiso (Italian)	18 *Spike Lee's* School Daze co-sponsor: BSU	19	20 Fisher King Robin Williams	21 *Orson Welles'* Citizen Kane Film Noir	22 *Animator Bill Plympton's* The Tune *Gainesville Exclusive!*	
24 Kafka (English) *starring Academy Award Winner Jeremy Irons*	25 The Living End co-sponsor: GLSU 7:00 pm & 9:30 pm *Gainesville Premiere*		27 The World According to Garp	28 Blood Simple	29 *European Awards, Felix Winner* Delicatessen Heathers (m)	

sunday	monday	tuesday	wednesday	thursday	friday	saturday
	1 Daughters of the Dust co-Sponsor: WSA	2	3 *Woody Allen's* Husbands and Wives Judy Davis	4 French Connection	5 *Madonna and Geena Davis in* A League of Their Own *no midnight movie*	6
7	8	9	10	11	12	13
	spring break			Oscar Winners		
14 Enchanted April (English)	15 *Fundi, the Ella Baker Story* co-sponsor: NOW	16 *Women HIV & AIDS* co-sponsor: WSA	17 A Passage to India	18 Lawrence of Arabia	19 Hearts of Darkness Apocalypse Now (m)	20
21 Lovers (Spanish) *sexually explicit film noir*	22 *A Place of Rage* co-sponsor: WSA	23	24 *Working Girl* Sigourney Weaver	25 Amadeus	26 *Ridley Scott's director's cut of* Blade Runner (35mm) Plan 9 from Outer Space (m)	27
28 Metropolis (Silent)	29 *The Music Box* co-sponsor: JSU	30 *Women of Summer* co-sponsor: WSA	31 Alien			

sunday	monday	tuesday	wednesday	thursday	friday	saturday
31 The Nasty Girl (German)	1	2	3 Honeymoon in Las Vegas Nicholas Cage	4 *David Lynch's Film Noir Classic* Blue Velvet	5-6 *Spalding Gray's* Monster in a Box Repo Man (m)	
7 Mediterrano (Italy)	8 *Eddie Murphy in* Boomerang co-sponsor: BSU	9	10 Birdy	11 The Godfather Gangster Films	12-13 *Tim Robbins in* Bob Roberts This is Spinal Tap (m)	
14 Seven Samural (Japanese)	15 *Damon Wayans in* Mo Money co-sponsor: BSU	16	17 Clara's Heart Whoopi Goldberg	18 New Jack City	19-20 Glengarry Glen Ross *starring Al Pacino* Time Bandits (m)	
21 High Heels (Spanish)	22 *Animated* Bebe's Kids co-sponsor: BSU	23	24 *The Long Walk Home*	25 The Freshman	26-27 The Waterdance *starring Wesley Snipes* Jacob's Ladder (m)	
28 LeFemme Nikita (French) *starring Anne Parillaud (winner of the French Cesar Award for Best Actress)*						

sunday	monday	tuesday	wednesday	thursday	friday	saturday
				1 *24th Tournee of Animation* (special times)	2	3
4 Animation Fest (cont.)	5 Cross Cut Film Festival	6	7 Angel Heart Robert DeNiro	8 Dracula (1931)	9-10 Bram Stoker's Dracula Liquid Sky (m) *cult sci-fi fantasy*	
11 Wim Wender's Wings of Desire (German)	12	13	14 Mean Streets	15 Nosferatu	16 *Spike Lee's* X 6pm & 10pm	17

SHOWTIMES
Sunday - Thursday
8:00 p.m.
Friday - Saturday
7:00 p.m.
9:30 p.m.
(m) = midnight

TICKETS
Monday Thursday
Students $1.00
General Public $1.50
Friday Sunday
Students $1.50
General Public $2.00

1154

rupc

Funded by SG

Foreign films subtitled in English for the hearing and language

1155

TECHNOLOGY

Report on Technology and Computer Access for Persons with Disabilities

Technology and Computer Access for Persons with Disabilities

FINAL REPORT

TO

THE PROVOST

UNIVERSITY OF FLORIDA

&

The Council on Information Technologies and Services

from

The Ad-Hoc Work Group on
Technology and Computer Access
for Persons with Disabilities

Kenneth Osfield, Work Group Chairman

June 8, 1992

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WORK GROUP MEMBERSHIP

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EXECUTIVE SUMMARY

BACKGROUND

The Council on Information Technologies and Services (CITS) established an ad hoc work group to address the deficiencies in the Report of the Task Force on Information Resources (ITR) regarding access to technology for persons with disabilities. The work group met every two weeks between February and May to review current technology access for persons with disabilities at the University of Florida. The work group focused on the following areas: computer labs, library technology, computers used in classroom settings, and telecommunications.

The Visual Aids Reading Room (VARR) in P205D Peabody Hall is the main facility on campus with computers that are accessible to persons with disabilities. Its main function is to train students in the use of assistive computer access technology and then to mainstream them into other labs on campus. The lab was originally designed to serve students with print, visual, and learning disabilities. The VARR does not meet the needs of students with mobility impairments.

The computer lab at CSE e211 is the only other lab on campus that has special equipment for students with disabilities. It has one IBM PS 2/55sx with a screen reader and voice synthesizer and mainframe connections. It does not have large print capabilities or mobility access equipment.

The libraries offer a service called ACCESS which helps any disabled person needing assistance in using the libraries.

Currently, computing facilities for persons with disabilities are separate from the main computing facilities and telephone access is not equal. One of the requirements of Section 504 of the Rehabilitation Act of 1973 is that separate programs or services must be equal to programs and services available to non-disabled persons.

RECOMMENDATIONS

Immediate, mid-term, and long-term goals are proposed to assure that the University of Florida complies with Section 504 of the Rehabilitation Act of 1973 (hereafter referred to as 504) and the Americans with Disability Act (ADA) of 1991. (See Appendix H.)

A. Immediate - to be implemented during FY 1991-92.

1. Evaluate all existing academic programs to determine if all required technological course work or computers are accessible to all persons with any type of disability.
2. Modify the VARR so that it meets the requirements of 504 and ADA. Provide money to hire 1.0 FTE programmer analyst who will provide technical support to campus labs.

3. Continue to use the VARR not only as the primary training facility for students with disabilities who want to learn about assistive technology access, but also as a major computing lab for persons with disabilities. Additional staff support of 40 OPS hours/week will be needed.
4. Supply individuals who have their own assistive technology with a loaner modem which will allow access to the UF mainframes from their homes.
5. Provide at least one dedicated TDD line to be housed within the Office for Student Services (funded by the general operating budget). Also, the phone number of the telephone relay company should be printed on all UF publications and official letterheads. University Information and Publications Department could facilitate the implementation of this recommendation.

Budget for items 2-5

	Onetime	Annual
A. PERSONNEL		
1. 1.0 FTE Programmer Analyst residing in CIRCA but providing technical support for Student Services	$ 0.00	$33,143.00
2. OPS funding for student assistant(s)(40 hrs/wk) to train students in the VARR lab	0.00	7,000.00
B. WORKSTATION SUPPORT		
1. Phone line for Peabody dialout	200.00	250.00
2. Peabody Macintosh screen typist	1,200.00	0.00
3. Peabody IBM PS2 screen typist	1,620.00	0.00
4. External modems qty=2	800.00	00.00
5. CSE & Peabody lab PS/2 maintenance	0.00	1,000.00
5. Peabody Macintosh maintenance	0.00	1,000.00
C. FACILITY FURNITURE		
1. Peabody VARR lab tables qty=10	5,000.00	0.00
2. TDD phone set	850.00	0.00
3. Dedicated TDD line	200.00	250.00
	$9,870.00	$42,643.00

B. Mid-term - to be implemented during FY 1992-93.

6. Access for persons with disabilities should be taken into consideration with all new technological purchases.
7. Establish an ad hoc committee composed of representatives from the Smathers Libraries, the Health Science Center Library, and the Legal Information Center. A Library administrator will chair the committee and address the issue of access within the libraries. The primary goal of this committee should be to implement an overall access policy for programs and services within the libraries.

8. Charge the CITS with the responsibility of tracking compliance and reporting annually on progress to both the Provost and to the University Committee on Persons with Disabilities.
9. Equip the Faculty Support Center for Computing to support faculty and staff with disabilities. In the interim, at least one workstation within the center should be equipped to accommodate mobility and visually impaired staff. A survey of needs should be sent to all faculty and staff.
10. Require any department with a hearing impaired student or employee to purchase a TDD machine. Facilities that have four pay phones must convert at least one to TDD access.
11. Require CIRCA to audit its facilities and do a complete cost analysis for providing at least one workstation in each lab and classroom with large print, voice and screen reader, mobility capabilities, and proper ergonomic requirements. An access policy and a plan for addressing demand as needed should be developed.
12. Require the University Personnel Services Department to formulate a plan to provide equal access to training materials and program literature and to assist departments with special needs requests.

C. Long-term - to be implemented after FY1992-93.

13. Make a permanent commitment to support the ADA by investigating the need for a full-time 504 Compliance Officer and ADA Coordinator and by responding effectively to findings of the committee charged with monitoring progress in 504 compliance.

CONCLUSION

As a 504 institution, the University of Florida must be accessible to all people and provide access to all programs and services. No facility must purchase more equipment than it needs, but when the time comes to have something in place, UF needs a mechanism to provide it quickly.

Many of the 13 recommendations contained within this document can be implemented inexpensively. All that is needed is an administrative directive. Others, however, do require considerable financial commitment. In those cases, departmental budgets must be supplemented or priorities shifted in order to make technology accessible to an important part of our population who currently are not being served.

COMMITTEE REPORT

INTRODUCTION

In reviewing the Report of the Task Force on Information Technology Resources (ITR), it was discovered by Mr. Kenneth Osfield (University of Florida 504 Compliance Officer and ADA Coordinator, see Appendix H for information on 504 and ADA), Assistant Dean for Student Services/Programs and Services for Students with Disabilities (PSSD), that the ITR Task Force did not take into consideration the area of access to information technology for persons with disabilities. To remedy the deficiency, the Council on Information Technologies and Services established an Ad Hoc Work Group on Technology and Computer Access for the Disabled. The Council selected Mr. Kenneth Osfield to serve as Chair of the work group.

The work group began meeting on February 10, 1992, and met every two weeks to review current technology access for persons (students, staff, and faculty) with disabilities at the University of Florida. The final meeting was held on May 14, 1992. The work group explored possible access to computer labs, library technology, computers used in classroom settings, and telecommunications.

DEFINITIONS

Access: For the purposes of this report, access is used to describe an individual's ability to freely use all computers and telecommunication systems regardless of that individual's physical limitations.

Mobility Impaired: Persons needing special equipment, including furniture, hardware, and software which will enable them to have free and equal access to technology. This group of individuals includes, but is not limited to, those who use wheel chairs. It also includes those with hand function difficulties and limited range of motion. Individuals with mobility impairments may require special seating arrangements, tables that are modified for dimension codes, hardware, and software that provides keyboard access.

Visually Impaired: Visual impairments include limited vision and total blindness. Persons with visual impairments, depending on the degree of vision, have little or no access to computers at the University. Individuals with vision impairments may require software and hardware that allows them access by either large print capabilities, or screenreader and voice synthesizer capabilities.

CURRENT STATE OF TECHNOLOGY ACCESS AT THE UNIVERSITY OF FLORIDA

The Visual Aids Reading Room (VARR)

The University of Florida currently operates a facility called the Visual Aids Reading Room (VARR) which is located in P 205D Peabody Hall. The VARR is the main facility on campus with computers that are accessible to persons with disabilities. The main function of the VARR is to train students with disabilities in the use of assistive computer access technology. Once trained, the intent is to mainstream the students into other labs on campus. The lab was originally designed to serve students with print disabilities -- visual impairments and learning disabilities. The VARR does not meet the needs of students with mobility impairments. The furniture in the lab does not meet code for access and no special equipment aids are available for those with mobility impairments (headsticks, voice recognition, screen typers, etc.). To date, the University has received no requests for equipment that would assist a student with a mobility impairment, but we do anticipate one classroom request and other lab requests for the Fall 92 semester. Currently, many students prefer to use their own equipment over the services available at the University.

Equipment currently in the VARR lab (see Appendix F)

- One Macintosh SE with voice synthesizer and screen reader capabilities. The SE has a Turbo Mouse -- an assistive device for persons with minor hand and limited range of motion impairments. The Macintosh is not otherwise accessible to those with severe mobility impairments. The lab is also equipped with Close View, a free shareware application that provides large print screen capabilities. This Macintosh is linked to the NERDC mainframe and has NERCICS, LUIS, and VAX access.
- One IBM PS 2/55sx with voice synthesizer, screen reader, and a large print program called MAgic Delux. At present, this computer does not have mainframe access due to the lack of funds for a dedicated telephone line. Also, it is not accessible to the mobility impaired.
- One Visultek for document enlarging.
- One Voyager for document enlarging.
- One Apple IIe with voice synthesizer, screen reader, large print software, and large screen viewing.
- One Kurzweil Personal Reader for optical scanning of text with voice playback.
- Braille printing and regular printing equipment.

Other computing facilities on campus (see Appendix A)

Most labs have accessible workstations for mobility impaired users, but no software adaptations are available. The only lab on campus that has special equipment for students with disabilities other than the VARR is the CIRCA computer lab at CSE e211. This lab is equipped with one IBM PS 2/55sx that has screen reader and voice synthesizer capabilities for persons with visual impairments, as well as NERDC connectivity capabilities. It does not have large print capabilities or mobility access equipment. All the Macintosh computers in the CIRCA labs come with CLOSE VIEW and EASY ACCESS, but no Macintoshs in any CIRCA lab has additional access equipment. No other computer lab open to the general University public has any equipment that aids in providing access to someone with a disability.

Library facilities

The University Libraries on the main campus (all except the Legal Information Center and Health Science Center Library) have a program called ACCESS (see Appendix B), which was instituted in 1990. The Legal Information Center and Health Science Center Library (see Appendix B) have similar, but less formalized, programs.

All staff working in public service areas of the library will accommodate any reasonable request from a person with a disability. This includes assistance with: the LUIS computer catalog or card catalog; reference materials; retrieval of materials from the stacks; and photocopying. Furthermore, in efforts to determine other potential accessibility problems, University librarians are available to consult with disabled students, staff, or faculty. In addition, physically disabled students, faculty, and staff may register at the Circulation Desk in Library West in order to take advantage of deputy borrower privileges and telephone renewal of library materials. A door key to the VARR is maintained in Library West and may be checked out by authorized users who have registered with the Office of Programs and Services for Students with Disabilities.

LUIS and several major indexes to journal articles are available to users by dail-up, provided the user has a modem and a computer. All campus libraries have terminals accessible to persons in wheelchairs, but because no special equipment for users with visual impairments or range of motion impairments is provided, the libraries' terminals do not meet the requirements of 504 and the ADA.

Funding and operation

Financial support for the VARR has been provided by Student Government, outside agencies, and the Department of Education through the Auxiliary Learning Aids budget. The University of Florida, to date, has not provided any direct funding for equipment or support services for computer access. CIRCA has purchased 2 IBM PS 2/55sx computers with software and hardware. (One housed in CSE e211 and the other in the VARR.)

Money for staffing of VARR has always come from Student Government. Approximately $5,000 to $6,000 in OPS money is allocated each year for the lab. This money is provided to the Student Council of the Disabled (SCD). The student assistants that operate the lab are paid through the SCD account. CIRCA has been kind to take on the VARR as a satellite lab, and this has greatly benefited the VARR (legal software, technical help, etc.); but, CIRCA has not been able to devote the time needed to assist with technical problems and to keep the lab fully operational. The lab is currently supervised by the Assistant Dean for Student Services responsible for Programs and Services for Students with Disabilities.

The lab is open from 8:00 a.m. to 4:30 p.m., Monday through Friday. Only those students trained to use the equipment are approved to use VARR. All students must go through training. Once trained, their names are added to a user list. To get access to the lab after 4:30 p.m. and on weekends, approved students can sign out a door key at Library West. This option provides access to the VARR that is comparable to what non-disabled students have at other University computer labs.

Summary of current status

Currently, computing facilities for persons with disabilities are separate from the main computing facilities and telephone access is clearly not equal (addressed in mid-term goals section). One of the requirements of 504 is that separate programs or services must be equal to programs and services available to other students. At the time of this report, technology access at the University of Florida can not be viewed as equal for the following reasons:

- limited financial support for necessary equipment and support staff
- difficult to access
- no mobility impaired equipment in computer labs
- VARR IBM PC not connected to NERDC mainframe
- number of accessible units on significantly out numbers the inaccessible
- lack of technological support

- no skilled staff to coordinate technology access

RECOMMENDATIONS

The work group proposes three sets of goals: immediate, mid-term, and long term. The major purpose of the goals is to ensure that The University of Florida facilities are accessible to all persons within the UF community, and thus, that UF complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1991. (See Appendix H for information on 504 and ADA.)

The first level of recommendations includes immediate needs that will ensure University compliance with federal regulations. Many of the needs listed will require small amounts of funding. It is suggested that end of the year balances be utilized to fund these requests. The second level of recommendations includes mid-term needs that will enhance and expand the University services available to persons with disabilities. It is recommended that efforts to meet these requests take place during the 1992-93 fiscal year.

The final and third level of recommendations includes long range needs. These recommendations will help foster an atmosphere of belonging for those individuals with disabilities here at the University of Florida.

Specific recommendations

A. Immediate Needs - Recommendations that must be implemented during the 1991-92 fiscal year.

Recommendation #1: The University needs to ensure that all academic programs and courses are accessible to individuals within the University community. Therefore:

- All existing academic programs must be evaluated to determine the degree to which programs which require technological course work or use computers as part of the class frame work are accessible to persons with disabilities.
- All academic programs using computers, terminals, or video within structured or non-structured course work must provide access to all persons with any type of disability.

Recommendation #2: Currently, the VARR does not meet access needs for all disabled students; however, the VARR is the primary computing lab for persons with disabilities.

Thus, the University of Florida, then, would not meet federal regulations for access should a student with certain disabilities request services. Therefore:

As a minimal step to achieving recommendation 1, the VARR must comply with both 504 and the ADA requirements for access. In order to achieve this goal, the following items are needed (see Appendix C for listing and prices):

- ◆ One dedicated phone line for the IBM PS2 for connectivity to the mainframes via a modem. ($200 one time cost and $250 annual cost.)
- ◆ 1.0 FTE programmer analyst (employed by CIRCA) who will provide technical support to the VARR, Libraries, CIRCA labs, and any other facility at UF. ($33,143 annual cost.)
- ◆ One headstick and screentyper for the Macintosh and IBM PC. ($2,400 one time cost and $2,000 annual maintenance on VARR equipment.)
- ◆ Furniture that will make the lab accessible to persons with mobility impairments. ($5,000 one time cost.)

Recommendation #3: The University must provide educational support and training in assistive technology access. Therefore:

- ◆ The VARR should continue to be the primary training facility for those students with disabilities who want to learn more about assistive technology access.
- ◆ Because of the existing equipment, accessible facilities, and support staff, the VARR should also serve as a primary computing lab for persons with disabilities.
- ◆ Additional staff support is needed. In addition to the 1.0 FTE analyst (mentioned in recommendation 2), OPS money is necessary for a 40 hour per week student assistant(s) who will train potential users at the VARR (see Appendix C for OPS staffing information). ($7,000 annual cost.)

Recommendation #4: The University must provide individuals who have their own assistive technology with connectivity to university mainframes from their home. Therefore:

- ◆ Such individuals should be supplied with a loaner phone modem. ($800 one time cost.)

Recommendation #5: The difficulty communicating with offices on campus, which is experienced by individuals with hearing impairments, needs to be eliminated. Therefore:

- The University of Florida must provide at least one dedicated telephone line to be housed within the Office for Student Services in the Office of Programs and Services for Students with Disabilities. This line will allow the University to receive calls from persons with hearing impairments through a device known as a telecommunication device for the deaf (TDD). Funds for this dedicated line should come from the general operating budget of the University and not from the department (see Appendix C). ($1,050 one time cost and $250 annual.)
- The University needs to publish the telephone number of the telephone relay company contracted to provide services to those with hearing impairments. It is suggested that this be included on all official University letterheads and publications. University Information and Publications Department could facilitate the implementation of this recommendation.

B. Mid-term Needs - Recommendations that must be implemented during the 1992-93 fiscal year.

Recommendation #6: The University must ensure that access to technology will be a priority in the future. Therefore:

- Access for persons with disabilities must be considered with all new technological purchases, especially at the departmental level. This includes furniture, computers, phone systems, etc.

Recommendation #7: The University must ensure that all persons with disabilities have access to all printed materials and equipment, including microfiche, copy machines, video materials, computers, and terminals, at all of the University Libraries. Therefore:

- The Office of the Provost should establish an ad hoc committee of representatives from the main campus libraries, the Health Science Center Library, and the Legal Information Center. This committee should be chaired by a library administrator who can address the issues of access within the libraries. The primary goal of this committee should be to implement an overall access policy for programs and services within the libraries.

- At least one LUIS terminal and CD-ROM workstation must be accessible to persons with visual and/or mobility impairments in every campus library, including the Legal Information Center and the Health Science Center Library. In the meantime, while the libraries have no adaptive equipment, an alternate method of providing access must be devised. One such alternative might be one-on-one assistance provided by the staff. Another possible alternative is granting students with after hours access to the VARR or similar facility. ($7,200 one time cost and $1,000 annual cost per unit for 10 libraries. These funds should come from the general operating budget of the University and not from the department.)
- The University Libraries must establish regular reporting of any problems they encounter regarding disabled access. A summary of these collected reports for the main campus libraries should be addressed at the Libraries' Public Service Steering Committee monthly meetings. The Assistant Director for Public Services should be responsible for responding to these matters and taking the necessary action to find reasonable accommodations. Disabled users or their advocates can report specific problems or concerns at any time to the Chair of the Access Service Department. A policy similar to the above must be instituted at the Health Science Center Library and the Legal Information Center.
- Access to all library facilities should be available to, but should not be limited to, mobility impaired, visually impaired, and hearing impaired individuals.
- All UF Libraries need to investigate the option of providing optical scanning devices so that those with visual impairments have equal access to printed materials. (See Appendix G. Approximate cost is $10,000 per unit. These funds should come from the general operating budget of the University and not from the department.)

Recommendation #8: To advance the level of technological access for all persons, a mechanism for tracking progress in this area is needed. Therefore:

- The Council on Information Technologies and Services should be responsible for such tracking and should submit annual reports denoting such progress to both the Provost and to the University Committee on Persons with Disabilities.

Recommendation #9: The VARR is open to students and staff, but is primarily used by students. Currently, the Faculty Support Center for Computing has no adaptive software, equipment, or furniture. Therefore:

- ◆ The Faculty Support Center for Computing should be equipped to support faculty and staff with disabilities. At least one workstation within the Center should be accessible to mobility and visually impaired faculty and staff, or a satisfactory alternative must be available. ($3,700 one time cost and $1,000 annual maintenance.)
- ◆ A survey should be sent to all faculty and staff to determine what adaptive products are needed. (See Appendix I.)

Recommendation #10: The need for Telecommunication Device for the Deaf (TDD) access was pointed out in recommendation 5. As a result of the ADA, all telephone companies are required to have relay stations (see Appendix E) in place by July 1993. The University should make every effort to utilize the services of the relay stations and provide departmental services when there is a hearing impaired person (student, faculty or staff) in a given department. Therefore:

- ◆ Any department with a hearing impaired student or employee should list as a priority the purchase of a TDD machine (see Appendix D).
- ◆ The University needs to publish the telephone number of the telephone relay company contracted to provide services to those with hearing impairments. University Information and Publications Department could facilitate the implementation of this recommendation.
- ◆ Facilities that have four pay phones or more need to have one converted to TDD access.
- ◆ The PSSD should loan TDDs to any department, staff, faculty or student.
- ◆ University community members can also use the TDD within the PSSD for on-campus and off-campus calls.

Recommendation #11: As determined by a report from CIRCA (see Appendix A), many of the instructional computing facilities on campus are not accessible to disabled students, staff, and faculty. Therefore:

- ◆ CIRCA must audit all its facilities and do a complete analysis of the costs of providing at least one workstation with large print capabilities, voice and screen reader capabilities, mobility impaired accessible (head stick with screen typer), and proper ergonomic requirements per lab and classroom. ($18,000 one time

cost and $4,000 annual cost. These funds should come from the general operating budget of the University and not from the department.)

- ◆ CIRCA must investigate what freeware access equipment is available for the IBM PC and Macintosh. (To be done by new FTE Analyst.)
- ◆ CIRCA must develop an access policy that lists which labs and classrooms are accessible, what type of equipment is available, and the policy for use.
- ◆ In the event that a disabled student requests to use a computing facility in which no adaptive equipment is available, a written procedure is needed which details how CIRCA will respond to such a request. This policy may include the temporary installation of hardware or software.
- ◆ Computers that have equipment on which access software and hardware is installed should be open to all student use, but disabled students should have priority.
- ◆ All workstations that have access equipment should have labels that specify which assistive software and equipment are installed.

Recommendation #12: Currently, no special training programs are available which provide information about alternate access to technology and information to employees with disabilities. Therefore:

- ◆ University Personnel Services Department should formulate a plan to provide equal access to training materials and program literature, and should also assist departments with special needs requests.

C. Long Term Needs

Recommendation #13: With the enactment of the Americans with Disabilities Act there is a renewed interest in providing equal access in all programs and services to all persons at institutions of higher education. It is imperative that the University of Florida make a commitment to provide services to the disabled members of its community. Therefore:

- ◆ The University should investigate the need for a full-time 504 Compliance Officer and ADA coordinator.
- ◆ The University should respond effectively to the findings of the committee charged to monitor progress in this area.

CONCLUSION:

While it is encouraging that many needs of this institution's disabled community are satisfied, there are still too many unsatisfied needs. Because the University of Florida is a 504 institution, UF's programs and services must be accessible to all people. Although 504 was established in 1973, the University of Florida has yet to provide access to its disabled community that meets the demands of these regulations. This should be a concern of all people at the University of Florida. If there is only one student, staff, or faculty member asking for access to our computing facilities and other technologies, that access must be provided. The requirements on the University vary, however, depending upon the demand. No facility must purchase more equipment than it needs, but when the time comes to have equipment in place, we need a mechanism to provide it quickly To fill our labs, libraries, and classrooms with special adaptive equipment is not necessary at this time, but to be unprepared when the demand arises will cause unnecessary hardships to those requesting the services.

In closing, let us note that many of the 13 recommendations presented within this document can be implemented inexpensively. We believe that the key to accomplishing many of the suggested recommendations is simply a strong administrative directive. Some recommendations, however, do require a considerable financial commitment. In those cases, departmental budgets must be supplemented and priorities must be shifted to provide technology accessible to an important part of our population--a part of our university community which is currently not being served, neither properly, nor efficiently.

Respectfully submitted,

Ad Hoc Work Group on Computer and Technology Access for the Disabled

A

Center for Instructional and Research Computing Activities
at the
UNIVERSITY OF FLORIDA

E520 Computer Sciences and Engineering • University of Florida • Gainesville, Florida 32611-2024
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May 03 , 1992

There are two types of CIRCA facilities, we have classrooms and the general seating areas that we call labs. In each of these facilities we have different degrees of access for the impaired student.

I. Inventory of current facilities.

a) Equipment type, quantities and location.

Location: CSE
- 98 ms-dos machines in general space.
- 25 ms-dos machines in a classroom.
- 10 macs in general space.
- 109 vt220.

Location: Architecture
- 10 ms-dos machines in one classroom.
- 23 ms-dos machines in a second classroom.
- 12 macs in general space used as a classroom sometimes.

Location: Weil 516
- 44 terminals

Location: Weil 408a
- 16 ms-dos machines in general space.

Location: Weil 4 8c
- 16 macs in a classroom.

Location: Weil 410
- 23 ms-dos machines in a classroom.

b) Equipment with special software[technology access] and physical access to wheelchairs.

Location: CSE
- In the general space one IBM ps2 model 55sx has wheelchair access and special software [screen reader].

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

- In the classroom one IBM ps2 model 50 has wheelchair access. No special software.
- Nothing available in the mac area.
- One Vt 220 in the general space has wheelchair access. No special software.

Location: Architecture
- There are no machines with wheelchair access or special software in this facility.

Location: Weil 516
- There are no machines with wheelchair access or special software in this facility.

Location: Weil 408a
- There are no machines with wheelchair access or special software in this facility.

Location: Weil 408c
- There are no machines with wheelchair access or special software in this facility.

Location: Weil 410
- There are no machines with wheelchair access or special software in this facility.

II. Future facilities.

a) Bryan Hall will have:
- Possible of 64 ms-dos stations.
- Possible 7 macs.
- All the space in this location will be general lab space.
- This space was recently renovated. We are planning to have one mac and one ms-dos machine at spaces with wheelchair access.

b) Weil 412
- Possible 28 ms-dos stations in a classroom setup.
- We are planning to have one wheelchair accessible station.

adhocgrp\draftapp.1st

B

SERVICE SCHEDULE*

	MONDAY-THURSDAY	FRIDAY	SATURDAY	SUNDAY
LIBRARY WEST				
Circulation Desk, First Floor, 392-0345	8 am–1 am	8 am–11 pm	10 am–6 pm	10 am–1 m
Government Documents, Second Floor, 392-0367	8 am-9:30 pm	8am-5 pm	CLOSED	2:30 pm-9:30pm
Reference, First Floor, 392-0361	8:30 am–9:30 pm	8:30 am–5 pm	12 noon–6 pm	12:30 pm–6:30 pm
LIBRARY EAST				
Archives and Baldwin, Second Floor, 392-6547	8 am–5 pm	8am–5 pm	CLOSED	CLOSED
Circulation Desk, First Floor, 392-0323	8 am–1 am	8 am–11 pm	10 am–6 pm	7 am–1 am
Judaica Library, Fourth Floor, 392-0308	8 am–6 pm	8am–5 pm	CLOSED	1pm-5pm
Latin American Library, Fourth Floor, 392-0360	8 am–6 pm	8am–5 pm	CLOSED	1pm-5pm
Reserve Desk, Second Floor, 392-0326	8 am–11 pm	8 am–11 pm	10 am–5 pm	10 am–11 pm
Special Collections, First Floor, 392-0321				
MARSTON SCIENCE LIBRARY				
Circulation, Second Level, 392-2851	8 am–1 am	8 am–11 pm	10 am–6 pm	10 am–1 am
Reference, Second Level, 392-2836	8:30 am–9 pm	8:30 am–6 pm	CLOSED	2 pm–5 pm
Map Library, First Floor, 392-2825	8:30am-5pm	8:30am-5pm 6 pm–9 pm	CLOSED	CLOSED
ARCHITECTURE AND FINE ARTS LIBRARY				
201 Fine Arts Building A, 392-0222	8 am–10 pm	8 am–5 pm	1 pm–5 pm	2 pm–10 pm
EDUCATION LIBRARY				
1500 Norman Hall, 392-0707	8 am–10:30 pm	8 am–5 pm	10 am–5 pm	1:30 pm–10:30 pm
HEALTH SCIENCE CENTER LIBRARY				
JHMHC Communicore Building, 392-4012	8:30 am–12 midnight	8:30 am–12 midnight	8:30 am–5 pm	2 pm–12 midnight
ALLEN NEUHARTH JOURNALISM READING ROOM				
1060 Weimer Hall, 392-0455	8 am–9:30 pm	8 am–5 pm	CLOSED	6 pm–10 pm
LEGAL INFORMATION CENTER				
161 Holland Law Center, 392-0417	7:30 am–11:30 pm	7:30 am–11 pm	8 am–11 pm	11 am–11:30 pm
MUSIC LIBRARY				
231 Music Building, 392-6678	8 am–10 pm	8 am–5 pm	10 am–2 pm	2 pm–10 pm

*Schedule for academic semesters. Please check posted hours for holidays and intersessions.

ACCESS

SERVICES AVAILABLE TO DISABLED LIBRARY USERS
UNIVERSITY OF FLORIDA LIBRARIES

In an effort to insure access to library collections and services for physically disabled students, faculty and staff, the University Libraries provide a number of special services Among these are:

- ☐LIBRARY CATALOG ACCESS
- ☐RETRIEVAL
- ☐BORROWING
- ☐RENEWAL
- ☐REFERENCE SERVICE
- ☐PHOTOCOPY ASSISTANCE

Persons who wish to take advantage of these services may register at the Circulation Desk, Library West. Any special requests not listed below may be made to the Chairman, Access Services Department, 115 Library West (392-0345). Although these services are generally available in all campus libraries, users of the Health Science Center Library and Legal Information Center should contact them for information regarding policy variance.

All staff working in public service areas of the library will be happy to accommodate any reasonable request from a disabled user. Do not hesitate to ask for assistance.

*LIBRARY CATALOG ACCESS

LUIS COMPUTER CATALOG–Most UF library materials are included in the online catalog, LUIS, which can be searched by author, title, or subject. All campus libraries have LUIS terminals accessible to persons in wheelchairs. In addition, LUIS may be accessed via any campus terminal connected to the NERDC mainframe or from any on or off-campus personal computer with NERDC access.

CARD CATALOG ACCESS–Some older or specialized library materials are not yet included in the LUIS catalog. Information about them is available only in card catalogs located at the various library locations. Staff at any library service desk will gladly assist in the retrieval of information from these catalogs.

*BORROWING

DEPUTY BORROWER AUTHORIZATION–Disabled users may authorize another individual to serve as a "deputy" and check out library material on their behalf.

NON-CIRCULATING MATERIALS–Special short-term loan of non-circulating reference materials may be arranged for use with equipment in the Visually Handicapped Room.

*REFERENCE ASSISTANCE

Assistance in locating and using library resources is available at all library reference desks. Appointments may be scheduled for in-depth research consultation and database searches. Limited reference service is also available by telephone. Humanities andSocial Science Reference in Library West will respond to reference questions submitted via electronic mail. Instructions are available at the reference desk in Library West.

*RETRIEVAL SERVICE

IN-LIBRARY REQUESTS FOR RETRIEVAL–All circulation desks will accept requests to have library materials retrieved from the shelf for in-library use or checkout. If staff is available, items will be retrieved immediately. Otherwise, an estimated time (generally within two hours) will be provided. More time may be required for retrievals during evenings and weekends because fewer staff are present.

TELEPHONE REQUESTS FOR RETRIEVAL–Disabled users may request that a specific item be retrieved from the shelves by phoning the appropriate circulation desk. Generally, available items will be retrieved within two hours and held for pickup by the user or his/her deputy at the relevant circulation desk. More time may be required for retrieval during evenings and weekends because fewer staff are available. Requesters are advised to call in advance of coming to the library in the event that the item is not present.

*RENEWAL

Registered disabled users may telephone the Circulation Desk, Library West at 392-0345 to request renewal of library materials from all libraries except the Health Science Center, Legal Information Center and Journalism Reading Room. Renewal requests for those libraries or for any special permission checkouts from other collections must be made directly to the lending location.

*PHOTOCOPY ASSISTANCE--Library photocopiers are self-service and use a debit card or cash to make copies. Registered disabled users who experience difficulty in making copies on these machines may request circulation desk staff in each library location to make copies for them. Materials to be copied should be brought to the appropriate circulation desk along with a debit card that has sufficient value to make the copies. Cash will not be accepted. Copies will be made as soon as possible, depending on staff availability, and generally will require no more two hours for 20 pages or fewer. While care will be taken to make good copies, the library will not accept responsibility for any bad copies The library reserves the right to refuse requests that would take an unreasonable amount of staff time to accomplish or which would, in the opinion of staff, be in violation of United States copyright law.

HEALTH SCIENCE CENTER LIBRARY
PO Box 100206
Gainesville, Florida •zip 32610-0206

904-392-4016

UNIVERSITY OF FLORIDA

May 11, 1992

MEMORANDUM

TO: Alice Primack
University Librarian
Marston Science Library

FROM: Ted F. Srygley
Director of UF Health Sciences Libraries

SUBJ: Disabled Library User Policy

I have attached a draft of our policy on Services Available to Disabled Library Users.

We have been using the Smathers Libraries policy, but your inquiry prompted us to adapt it more specifically to the Health Science Center Library.

We usually are able to spot disabled users as they enter and our circulation staff lets them know that special help is available to them.

We are looking at our building plan in terms of disabled access -- there are a number of problems that need correction.

Please let me know if you need more information.

TFS/lb
Attachment
cc: Esther Jones
Clarissa Pickett

DRAFT
FOR DISCUSSION PURPOSES ONLY
May '92

HEALTH SCIENCE CENTER LIBRARY
Univerity of Florida

SERVICES AVAILABLE TO DISABLED LIBRARY USERS

In an effort to insure access to the Health Science Center Library collection and services for physically disabled students, faculty and staff, the HSC Library provides a number of special services. Persons who wish to take advantage of these services may register at the Circulation Desk. People with special requests not listed below should be referred to the Head of Access Services, C3-67 (392-4012). All staff working in public service areas of the Library should try to accommodate any reasonable request from a disabled user.

LUIS CATALOG ACCESS-All HSC Library materials are included in the online catalog, LUIS, which can be searched by author, title, subject or keyword. All campus libraries have LUIS terminals accessible to persons in wheelchairs. In addition, patrons may access LUIS via any campus terminal connected to the NERDC mainframe or from any on- or off-campus personal computer with NERDC access.

INFORMATICS LABORATORY-Wheelchair access to computers is available both in the walk-in section of the Informatics Laboratory and in the classroom section.

DEPUTY BORROWER AUTHORIZATION-Disabled users may authorize another individual to serve as a "deputy" and check out library material on their behalf.

IN-LIBRARY REQUESTS FOR RETRIEVAL-The circulation desk will accept requests to have library materials retrieved from the shelf for in-library use or checkout. If staff is available, items may be retrieved immediately. Otherwise, an estimated time will be provided. This service should not be expected during evening and weekend hours due to extremely reduced staffing.

TELEPHONE REQUESTS FOR RETRIEVAL-Disabled users may request that a specific book be retrieved from the shelves by phoning the circulation desk. Generally, it will be retrieved within two hours and held for pickup by the user or his/her deputy at the Circulation Desk (for a period not to exceed two days). Since journals check out for two hours only, they will not be retrieved in advance as this could remove them from use by other patrons for extended periods. Again, this service should not be expected during evening and weekend hours.

RENEWAL-Registered disabled users may telephone the Circulation Desk at 392-4012 to request renewal of library materials provided the material is not overdue. However, if another patron has placed a "HOLD" on this material, renewal will not be granted.

PHOTOCOPY ASSISTANCE-Library photocopiers are self-service and use a debit card or cash to make copies. Registered disabled users who experience difficulty in making copies on these machines may request Circulation Desk staff to make copies for them.

Materials to be copied should be brought to the Circulation Desk along with a debit card that has sufficient value to make the copies. Copies will be made as soon as possible, depending on staff availiability. While care will be taken to make good copies, the Library will not accept responsibility for any bad copies. The Library reserves the right to refuse requests that would take an unreasonable amount of staff time to accomplish or which would, in the opinion of staff, be in violation of United States Copyright Law. Alternatively, requests may be placed through the Library's Copy Service and handled according to its policies. q.v.

KEY CHECKOUT-Keys may be checked out from the Circulation Desk to disabled students, faculty and staff to enable them to use the elevators to the second and third floors when doors to these floors are locked due to no staff being on duty there.

C

FUNDING REQUEST

	one time $	annual
IMMEDEATE NEEDS 1991-1992		
A. PERSONEL		
1 One FTE Programer Analyst residing in CIRCA but doing technical support for Student Services.	$0.00	$33,143.00
2 OPS funding for one student(40hrs/wk) to do training in the VARR lab in Peabody.	0	7000
B. WORKSTATION SUPPORT		
1 Phone line for Peabody dialout	$200.00	$250.00
2 Peabody mac screen typist	1220	0
3 Peabody IBM ps2 screen typist	1620	0
4 External modems qty=2	800	0
5 CSE & Peabody lab ps\2 maintenance	$0.00	$1,000.00
6 Peabody Mac maintenance	$0.00	$1,000.00
C. FACILITY FURNITURE		
1 Peabody VARR lab tables qty=10	5000	0
2 TDD phone set(ap20d)	599.99	0
3 TDD phone installation	120	0
4 Dedicated TDD line	$200.00	$250.00
MID-TERM NEEDS		
A. WORKSTATION SUPPORT		
1 FSC IBM screen typist classroom	1620	0
2 FSC IBM screen reading program classroom	1700	0
3 FSC IBM screen enlarger classroom	300	0
4 FSC MAC screen typist	1220	0
5 FSC MAC screen reader	400	0
6 FSC MAC screen enlarger	0	0
7 FSC PS/2 & MAC maintenance	0	2000
7 Library computer MS-DOS	3500	0
8 Library screen reader	1700	0
9 Library screen typist	1620	0
10 Library screen enlarger	300	0
11 Library computer maintenance	0	1000
12 CSE E211 LAB MAC screen typist	1220	
13 CSE E211 LAB MAC screen reader	400	
14 CSE E211 LAB MAC screen enlarger	0	
15 CSE E211 LAB screen typist	1620	0
16 CSE E211 LAB IBM screen enlarger	300	0
17 CSE E211 IBM screen typist in classroom	1620	0
18 CSE E211 IBM screen reader in classroom	1700	0
19 CSE E211 IBM screen enlarger in classroom	300	0

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20 CSE E211 IBM & MAC maintenance	0	3000
21 WEIL 408c MAC screen typist	1220	0
22 WEIL 408c MAC screen reader	400	0
23 WEIL 408c MAC screen enlarger	0	0
24 WEIL 408A IBM screen typist	1620	0
25 WEIL 408A IBM screen reader	1700	0
26 WEIL 408A IBM screen enlarger	300	0
24 WEIL 410 IBM screen typist	1620	0
25 WEIL 410 IBM screen reader	1700	0
26 WEIL 410 IBM screen enlarger	300	0
27 WEIL 412 IBM screen typist	1620	0
28 WEIL 412 IBM screen reader	1700	0
29 WEIL 412 IBM screen enlarger	300	0
30 WEIL PS/2 and MAC maintenance	0	4000
31 ARCH 131 MAC screen typist	1220	0
32 ARCH 131 MAC screen reader	400	0
33 ARCH 131 MAC screen enlarger	0	0
34 ARCH 131b IBM screen typist	1620	0
35 ARCH 131b IBM screen reader	1700	0
36 ARCH 131b IBM screen enlarger	300	0
37 ARCH 131A IBM screen typist	1620	0
38 ARCH 131A IBM screen reader	1700	0
39 ARCH 131A IBM screen enlarger	300	0
40 ARCH 131b PS/2 and 131 MAC maintenance	0	2000

B. FACILITY FURNITURE

1 FSC tables qty=2	1000	0
2 Library computer table	500	0
3 CSE mac table qty=1	500	0
4 Weil tables qty=4	2000	0
5 ARCH tables qty=3	1500	0

LONG TERM NEEDS

****

$56,119.99 $54,643.00

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D

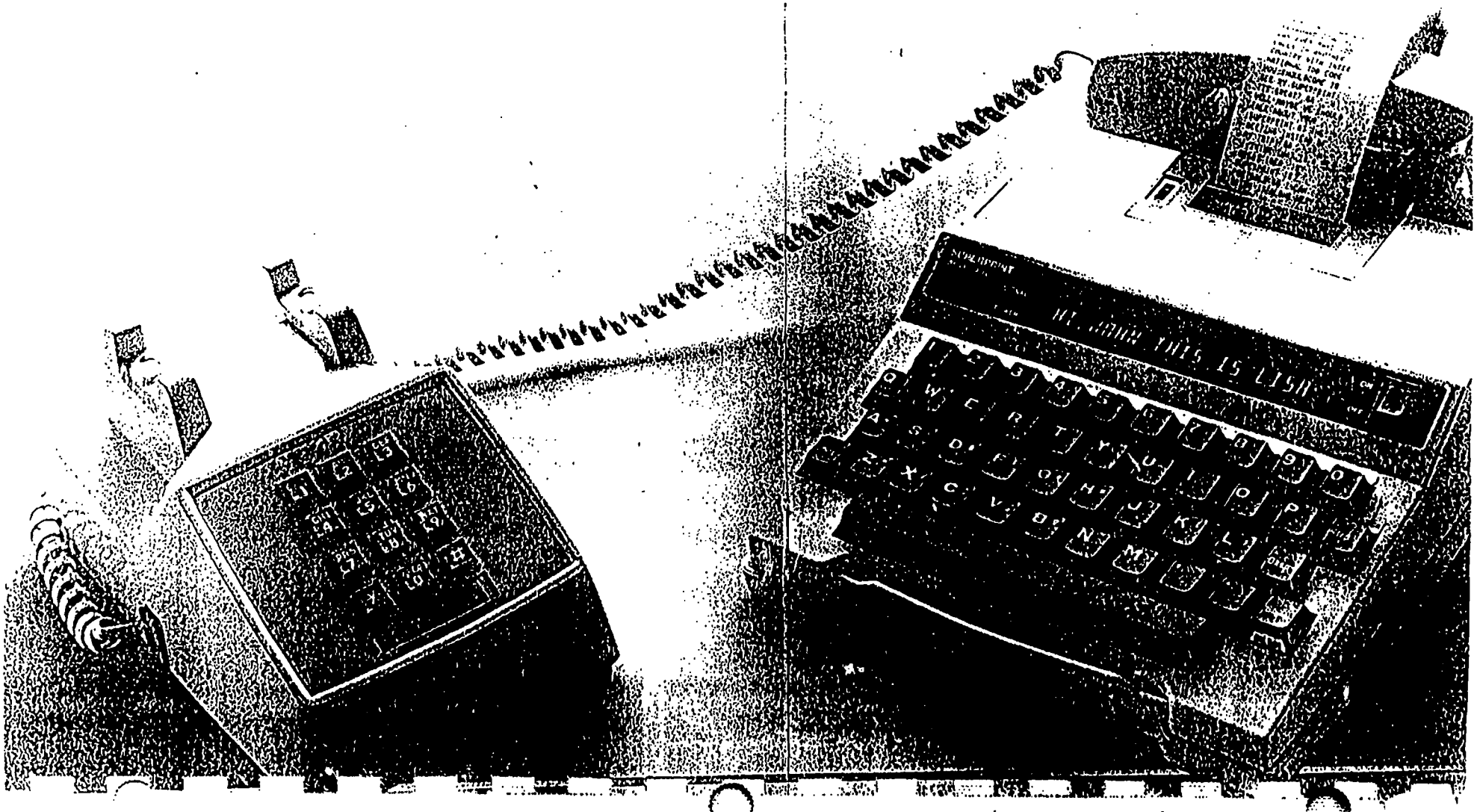
ULTRATEC

6442 Normandy Lane
Madison, WI 53719-1119
(608) 273-0707

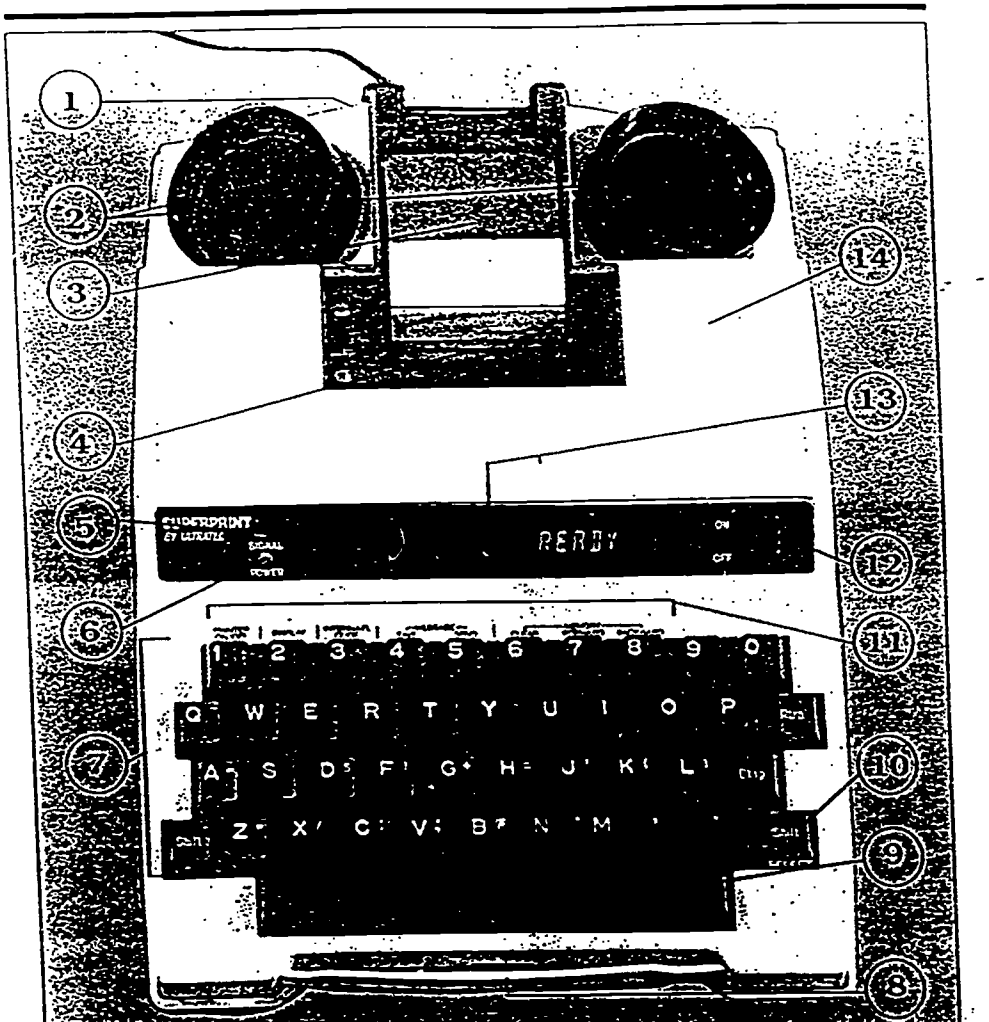
Telephoning

With Your

Superprint E™



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1. AC power jack
2. Acoustic cups
3. Printer cover
4. Printer
5. Signal light
6. Power light
7. 4-row keyboard (43 keys)
8. Carrying handle
9. Space bar
10. Select (Shift) key
11. Function keys
12. On-Off switch
13. 20-character display
14. Top

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AT&T's New Phone of the Future Includes Keyboard for TDD Use

AT&T has announced a "pay phone of tomorrow" — a public phone that can function as a portable office for travelers on the road.

The AT&T Public Phone 2000, designed by AT&T Bell Laboratories, gives business travelers an array of communication and information services never before available from a pay phone (pending FCC approval).

Equipped with a dataport, the new phone enables travelers to plug in their laptop computers or portable fax machines. In addition, the AT&T Public Phone 2000 features an optional built-in keyboard for travelers to access their electronic mail or any dial-up home or office databases. The keyboard rental fee is $2.50 for the first 10 minutes and $1 for each additional 10 minutes.

The phone's nine-inch color monitor displays high-resolution graphics and text. Both the screens and functions keys work in the same manner as automated teller machines, making the phone easy to operate. A special feature, foreign language screens, provides dialing instructions in French, Spanish and German.

The first information service to be offered on the AT&T Public Phone 2000 is for weather. This on-line service graphically provides current weather information, by state or nationwide. Callers also will receive two-day and five-day forecasts. The cost is $.75 for state information, $.95 for national.

The phone provides speed-dial access to travel and reservation services and to the following AT&T services:

o AT&T EasyLink Service, an electronic mail service.

o AT&T Language Line Service, a telephone-based language interpretation service.

o AT&T Message Service, which allows callers to record one-minute messages in their own voice for delivery to any phone within one week.

"People walking up to the AT&T Public Phone 2000 will encounter a new era of public telephone communication," said Dennis Corrigan, AT&T National Public Phone Manager. "We're giving our customers the same access to sophisticated services on the road that they have come to expect in their office. And, though it's the pay phone of the future, it's easy for anyone to use today."

The AT&T Public Phone 2000 also offers services for travelers with special needs. It is hearing-aid compatible and its keyboard can be used, free of charge, as a TDD. In addition, where available, the phone provides speed-dial access to AT&T Dual Party Relay Service, which allows hearing- and speech-impaired TDD users to communicate with hearing callers with the help of an AT&T communications assistant.

All the traditional voice services currently available on public phones are accessible on the new phone, including calling card and operator-assisted calls, such as collect and bill to third party. In addition, travelers can insert any of the AT&T Calling Cards, including the AT&T Universal Card, as well as most commercial credit cards, rather than manually key in their card numbers.

These phones are designed to replace existing AT&T Card Caller Public Phones

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The AT&T Public Phone 2000 offers an array of communication and information services never before available from a pay phone. A built-in keyboard allows access to computer and database services and acts as a TDD for hearing- and speech-impaired callers.

E

MCI Telecommunications
Corporation
Southern Division
Government Sales
4th Floor
100 S. 4th Street
St. Louis, MO 63102
314 342 8100
800 688 9439

April 6, 1992

Dear Friends:

I would like to take this opportunity to introduce myself as the MCI Program Manager of the newly formed Florida Relay Service. I will be administering all business activities of this facility for MCI Telecommunications Corporation, in partnership with our subcontractor, D.E.A.F., Inc. D.E.A.F., a non-profit organization, will be responsible for the day-to-day relay service operation and personnel. MCI has been awarded a three-year contract, with the opportunity for two one-year renewals by the Florida Public Service Commission to provide relay services in our state.

MCI aspires, for the Florida Relay Service located in the Southeast Financial Center in downtown Miami, to excel in providing the premier relay services in the nation. In addition, MCI is committed to its successful implementation on the target date of June 1, 1992.

On behalf of MCI and its partnership with D.E.A.F., I look forward to developing a mutual business association with your organization to promote the center and its services to deaf, hard of hearing, deaf-blind, speech impaired and hearing consumers statewide.

Due to on-going construction of this facility, I can be reached at these temporary telephone numbers: (904) 422-3911 (Voice), (904) 386-1283 (TDD).

Sincerely,

Cecil F. Bradley

Cecil F. Bradley
MCI Program Manager
Florida Relay Service

CFB:dj

FLORIDA FRS RELAY SERVICE

update

May, 1992 — A NEWSLETTER OF THE FLORIDA RELAY SERVICE — VOL. 1 NO. 1

200 South Biscayne Boulevard, Suite 600, Miami, Florida 33131
Phone: Administrative Only
305-375-0163 (V/TDD) Miami • 305-579-8644 (V/TDD) Miami • 904-386-1283 (TDD) Tallahassee • 904-422-3911 (V) Tallahassee

NEW PROGRAM MANAGER FOR FRS

Cecil F. Bradley has been actively working as Program Manager of the Florida Relay Service (FRS) since March 23, 1992. Mr. Bradley will be responsible for the oversight of administration of the FRS including contract management of D.E.A.F., a subcontractor on relay services, security and maintenance of the facility, FRS relationships with Public Service Commission (PSC) and Florida Telecommunications Relay at a temporary FRS office in Miami. Mr. Bradley is currently meeting with project leader, Jim Ahern, and team members to ensure successful implementation of the FRS on June 1, 1992. He will make every effort to return calls made to him, and your patience and understanding is appreciated.

POSITION OPENINGS AT THE FRS

Both the D.E.A.F., the subcontractor responsible for daily relay services, and MCI have a number of openings for the following positions:

D.E.A.F. Communication Assistants (on going), Relay Unit Manager, Shift Supervisor, Manager – Customer Service, Customer Service Representative, Human Resource Specialist, Communication Assistants, Administrative Assistant, Staff Assistant, and Financial Assistant. Projected date of hire: May. Submit letter of interest and resume to D.E.A.F., Florida Relay Service, 200 South Biscayne, Suite 400, Miami, Florida 33131.

MCI Community Relations Specialist, Staff Interpreter/ Assistant, Administrative Assistant, and Senior Secretary. Projected hire date: May. Submit letter of interest and resume to Cecil Bradley, MCI, Florida Relay Service, 200 Biscayne, Suite 600, Miami, Florida 33131.

Deaf and hard of hearing persons are strongly encouraged to apply. First hiring preference goes to residents of (1) the City of Miami, (2) State of Florida, and (3) out of state.

FRS CENTER PROGRESS

The construction of the FRS is completed. Carpet has been installed. The working cubes for Communication Assistants are being set up, along with the terminals. The link-up network for relay services are being completed. Media and information on the FRS are being readied for distribution.

The 100 Communication Assistants are now in training. They have received Deaf Culture presentations from key-deaf leaders and are undergoing sessions on relay processing.

The Program Manager presented on relay services at Big Bend Association of the Deaf's Fourth Annual Bowling Classic for the Deaf in Tallahassee on April 18.

The Program Manager and Project Manager spoke at a public presentation sponspored by Tri-County SHHH at First Presbyterian Church in Port Charlotte on May 1, 1:30 p.m. - 3:00 p.m.

PHONE NUMBERS FOR FRS

1-800-955-8770 - Voice
1-800-955-8771 - TDD
(Reminder: These will not be operational until June 1, 1992.)

WATCH FOR ANNOUNCEMENTS
GET READY FOR THE BIG DAY — JUNE 1, 1992

Cut Along Dotted Line

F

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GAINESVILLE, FL 32604

THE CHRONICLE

of Higher Education.

January 29, 1992 • $2.75
Volume XXXVIII, Number 21

Quote, Unquote

News Summary: Page A3

"A $50,000 penalty gets people's attention."
A director of services for students with disabilities, on federal rules taking effect this week: A1

"Colleges are just now starting to try to catch up with what most of the corporate sector has been doing for a number of years."
A health-care consultant: A1

"The academic world has shut its doors on the murder of John Kennedy. They think it's beneath them."
A historian who uses the collections of the Assassination Archives and Research Center: A5

"I work for a wonderful agency that does marvelous things I cannot tell you about."
A mathematician who works for the National Security Agency: A17

"This has been a terrible waste."
A college president on a U.S. antitrust investigation: A25

"We spend so much time talking about problems, it's impossible to talk about solutions."
A student in a freshman seminar: A33

"High-school graduates usually get just one chance at college. If we don't offer the most talented among them a first-rate public education, everybody—they themselves and the society that needs them—loses out."
A professor of English at the University of Massachusetts: A48

"Most writers who can't teach are like the centipede who, when asked which foot it moved first, thought about it a moment or two, couldn't figure it out, and became paralyzed."
A novelist on teaching writing: B3

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MANY LAWSUITS POSSIBLE

New Federal Regulations on Rights of the Handicapped May Force Colleges to Provide Better Access to Technology

By DAVID L. WILSON

Disabled students and faculty members say that federal regulations that take effect this week will provide a powerful new tool to compel colleges and universities to give the handicapped better access to campus computers and other technology.

The vast majority of colleges are not up to speed in providing the kind of technology that allows handicapped people to participate fully in higher education, computer experts say. The new regulations are expected to spur disabled students to sue institutions that they believe have failed to provide access.

'You'd Better Pay Attention'

Many institutions are unclear about the changes they must make. Computer experts believe that although the new rules are not fundamentally different from those that have been on the books for nearly two decades, the publicity surrounding them will force many campuses to spend more time and money devising systems that suit handicapped people's needs.

"Members of the disability community will be more likely to exercise their rights than they have heretofore," says Bob Silverstein, staff director and chief counsel for the Senate Labor and Human Resources Subcommittee on Disability Policy. To colleges that have failed to follow existing regulations and eliminate barriers for the handicapped, he says: "If you haven't paid attention before, you'd better pay attention now."

About 10.5 per cent of all college students have some dis-

Continued on Page A21.



Sophomore Andrea O. Dutton: She feels "cheated" because many computers at Purdue are inaccessible to her.

Tying Student Loans to National Service Gets Campaign Spur

By COLDIE BLUMENSTYK

The idea of linking student loans and national service is gaining new visibility in the Presidential campaign—and new scrutiny from critics.

Gov. Bill Clinton of Arkansas, a leading candidate for the Democratic nomination, has made national service a major part of his platform.

He would replace the existing federally subsidized student-loan system with a government trust fund. Students could borrow money for college and then repay it either as a proportion of their income over time, or by working for two or three years as teachers, police officers, child care workers, or in other public-service fields.

We could revolutionize the social landscape of America," Mr. Clinton says, describing the impact of his "domestic G.I. Bill."

For many college officials and students, Governor Clinton's proposal is far more attractive than a national-service proposal

Continued on Page A26

More Colleges Tighten Benefit Programs to Meet Big Rise in Health-Insurance Costs

By DENISE K. MAGNER

The soaring cost of employee benefits, combined with a bleak fiscal outlook, is prompting many colleges to reexamine and tighten their benefits packages.

Most of the changes involve health-care benefits. Nationally, health-care costs continue to rise much faster than the rate of inflation, and colleges have not been immune. Some institutions report their costs for providing health benefits have jumped by as much as 20 to 30 per cent annually.

As a result of that trend and a broader fiscal crunch that has led to layoffs on some campuses, changes are being made in the benefits arena. More colleges are requiring employees to foot a larger share of the bill for health insurance. They are offering new health plans that limit their employees' choice of doctors and manage more closely the care they receive. Some are considering whether, and how, to limit medical benefits for retirees. And a growing number have been using early-retirement incentives as a tool to reduce their work force.

"I'm not hearing of any universities adding any new benefits," said Judith F. Muñoz, director of human resources at the University of San Diego and benefits adviser for the College and University Personnel Association. "We're all trying to do things to control costs."

Pressure Intensifies

She and other personnel managers in higher education say the need to control further the cost of employee benefits has intensified amid today's heightened financial pressures.

Colleges need to look at the parameters of their benefits plans to see if they [illegible] what a college would do at a time like this," said today," said Robert M. [illegible] who retired last month as vice president for personnel at the Johns Hopkins University. He is now an adviser in the Washington office of Foster Higgins & Co., a benefits consulting firm.

He added: They need to see if the short-

Continued on Page A

Fund Raising by Public Colleges: Will Legislators Cut Support?

As public colleges show how well they can generate private contributions, even their own officials are concerned about the financial ramifications.

STORY ON PAGE A31

Information Technology

The Educational Testing Service has developed an experimental system to help deaf students who use sign language to take standardized tests.

The prototype uses a computer and a videodisk player to combine text, graphics, and video on one screen. If deaf students do not understand the written text, they can use a mouse to click on one of two signed versions—English word order or American Sign Language—and use that instead.

Judy Mounty, an associate research scientist who is working on the prototype, says most people with normal hearing do not realize that the deaf have trouble understanding English. For them, she says, "it's essentially a foreign language."

•

Cleveland State University has established a computerized telephone network to help health-care and social workers keep tabs on pregnant women who are drug abusers.

The network lets doctors, nurses, and social workers leave messages for each other by entering a patient's identification number in a computer. It also lets them remind patients about appointments. Through a service called Community Health Rap, which operates like a call-in talk show, the network lets patients ask questions.

"These women need advice or information, but they can't or won't get to the doctor's office," says Farrokh Alemi, an associate professor of management and labor, who had the idea for the network. "This system will eliminate much of the time and effort needed to maintain contact."

The network started this month with a $2.7-million grant from the National Institute for Drug Abuse.

•

A year ago, Syracuse University and the New York State Education and Research Network sponsored "Beyond the Walls," a day-long campus workshop on using personal computers to gain access to information on electronic networks.

Academics anywhere can now replicate that workshop with a new instructional package that provides how-to information, copies of the original materials, and a videotape demonstrating an electronic network. The materials are available in a three-ring notebook, which also includes the New York network's "home guide to resources on the Internet."

The network, which is marketing the package, will use proceeds to start a grant program for its library users, according to James D. Fackler, executive director.

Beyond the Walls: The World of Networked Information," is available for $49 from Syracuse University College Place, Room 1-211, Syracuse, N.Y. 13244, (315) 443-4020.

Colleges Pressured on Computer Access for the Handicapped

Continued From Page A1

ability; nearly 40 per cent of those have some sort of visual impairment and about 26 per cent are deaf or hard of hearing, according to data supplied by EDUCOM, a consortium of higher-education institutions and corporations that promotes uses of technology in education. Those who represent the handicapped say that many more people with disabilities will enter higher education in the future because the new regulations will open up opportunities for them in the job market that previously were closed.

Interpreters and Wheelchair Ramps

The Rehabilitation Act of 1973 prohibits discrimination against the handicapped at institutions that receive or benefit from federal funds. Section 504 of the act, which took effect in 1977, has required educational programs to remove barriers preventing those with disabilities from participating in higher education.

Because of the rules, colleges and universities now routinely offer interpreters, note takers, and readers for students requiring such aides, and have installed elevators, wheelchair ramps, and sloped curbs on streets to allow the handicapped to move about campuses freely. Many also have made special accommodations to allow the disabled to use computers.

Although most institutions say they are meeting that law's requirements, handicapped students say that, in fact, many are not. Colleges and universities are particularly inadequate when it comes to providing access to recently developed computerized card catalogs and to campus computing networks, say those who represent the handicapped.

"The fact is that most institutions are not in compliance with the existing law in terms of computer access," says Danny Hilton-Chalfen, coordinator of the Disabilities and Computing Program at the University of California at Los Angeles. He is also chairman of Equal Access to Software for Instruction, a project of EDUCOM.

The regulations that take effect this week stem from the Americans With Disabilities Act, which essentially extends to the private-sector rules originally laid out in the earlier law. That means that private businesses, as well as state and local governments, must make reasonable accommodations for the handicapped. The new law also forbids discrimination in employment. It is widely regarded as the largest expansion of civil rights since the 1964 Civil Rights Act.

Although the vast majority of colleges and universities are already technically covered by the earlier law, officials at several institutions say they believe disabled students will be more inclined to file lawsuits under the act. That is in part because of all the attention it is getting, and in part because it may be easier to sue. The new law may also increase an institution's exposure to suits from disabled employees because it offers increased protection to faculty and staff members compared to laws already on the books.

Under certain circumstances, a lawsuit under the new law can result in awards of compensatory damages up to $50,000 for the first violation, and up to $100,000 for a subsequent violation. "A $50,000 penalty gets people's attention," says Christy A. Horn, director of services for students with disabilities at the University of Nebraska at Lincoln. Individuals have been able to win punitive damages under the old law.

Andrea D. Dutton, a sophomore planning to major in psychology at Purdue University, is one of many students who think they can gain from the new rules. She is surrounded by modern technology at Purdue. The libraries offer computers to help students do research, public computer stations are scattered around the campus, and students use computers in classes.

But of all the computers on the campus not one is outfitted so that Ms. Dutton can use it. She is a quadriplegic and moves about with the aid of a large, motorized wheelchair. If the university had a computer that could be controlled by voice alone, she could make better use of the technology that her fellow students take for granted, she says.

"I feel cheated," she says.

Ms. Dutton says she is prepared to sue if Purdue does not provide proper access to facilities. She has a litany of other complaints, including wheelchair-accessible doors that are locked and automatic doors that are turned off.

Purdue officials say that things are changing at the university, partially in response to the new regulations.

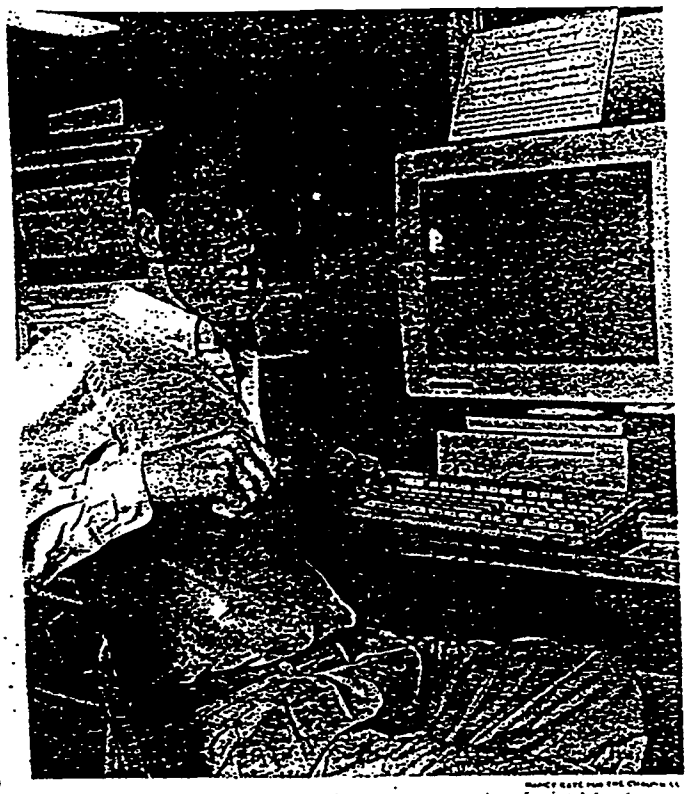
Betty M. Nelson, dean of students, says the university established a laboratory for adaptive-learning technology two years ago, and is preparing to install that technology in computing centers around the campus. She acknowledges that the desks in the laboratory are too small to accommodate Ms. Dutton's oversized wheelchair, but they were built to standard wheelchair specifications, she says, and the university has now adopted Ms. Dutton's chair as its standard.

Reasons for Upgrading Systems

Ms. Nelson admits that Purdue did not completely meet the requirements of the old law. "I suspect that like any other institution there are ways in which we are not in full compliance," she says, "but we're working toward full compliance."

Many of those who represent the handicapped agree that even institutions that are not in full compliance with the old law will have to comply with the new law to avoid lawsuits. The new law is expected to [illegible] computing systems. But in the case of computer access, there is certainly a lag

Continued on Following Page



UCLA's Danny Hilton-Chalfen: "In terms of computer access, there is certainly a lag between providing accommodation compared with more traditional support."

"It's hard to get administrators to move into the computer age on a campus level because it's so expensive. You start talking about making it accessible for the disabled and they freak and run."

ERIC

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System Allows [illegible] Disabled [illegible] Use Computers

By DAVID L. WILSON

NORTHRIDGE, CAL.

[illegible] to use computer equipment, [illegible] college students with disabilities frequently must work on special workstations in a central location [illegible] their campus. The handicapped students often find the arrangement inconvenient.

But because many disabled students need special hardware and software, an institution cannot [illegible] to equip every computer on [illegible] campus with every device on the market available to assist the disabled, says Neil G. Scott, special-projects engineer with the Office of Disabled Student Services [illegible] California State University's campus here. "That would be far too expensive."

According to Mr. Scott, institutions are searching for an inexpensive way to give students better access to computing systems, as required under the new Americans With Disabilities Act.

Voice Recognition Used

The Northridge campus is developing a Universal Access System designed to allow any person to operate any computer using invisible beams of infrared light.

The system would require two computers. The host machine would be the standard computer found in laboratories, libraries, or public computing facilities, and would contain software needed for a given task. A student writing a paper, for example, would use a computer with a word-processing program.



Northridge's Neil G. Scott holds an infrared unit above a portable computer equipped with voice-recognition capability.

The second computer would probably be a portable machine equipped with whatever devices needed to assist the disabled user. A student who is extensively paralyzed, for example, would have voice-recognition technology on the portable.

The Universal Access System would link the two computers. Because infrared beams would relay information between the two machines, there would be no wires to connect. Special software would make the system operate.

Using voice-recognition technology in the portable, a disabled student could create a paper on the host computer. Since the host would contain only the word-processing software, any student—disabled or not—could use it once the paralyzed student was finished.

"A blind student who has voice-synthesis technology on his portable could use the same host computer," says Mr. Scott. In that instance, the portable would read aloud the material as it appeared on the host machine's screen.

If such a system came into widespread use, Mr. Scott says, disabled people could carry portable computers with them everywhere, using customized technology to operate automatic teller machines, elevators, and even appliances.

Expected to Cost Under $200

Genovation Inc., a computer-equipment manufacturing company in Irvine, Cal., is making a prototype of the system and negotiating with manufacturers to build the system into future computers. Mr. Scott estimates that adding such a system to two existing computers—the infrared sensing devices plug into openings on most machines—would cost under $200.

"This is going to give disabled individuals a strong measure of independence, and allow colleges and universities to make much better use of their limited resources," he says. •

More Lawsuits Likely on Access Claims by the Handicapped

Continued From Preceding Page

between providing accommodation compared with more-traditional support, such as readers and note takers," says Mr. Hilton-Chalfen.

That is partly because administrators and faculty members are not aware that the technology exists, or they believe it is too expensive, he says.

Ms. Horn agrees. "It's hard to get administrators to move into the computer age on a campus level because it is so expensive," she says. "You start talking about making it [illegible] for the disabled and they [illegible]"

[illegible] many common devices [illegible] inexpensive. "You can get a [illegible] synthesizer for $500 today," [illegible]. Some technical experts [illegible] rudimentary voice-synthesizer [illegible] can be had for much less. [illegible] inexpensive adaptive aids include extra-large keyboards, computer software that makes words [illegible] screen appear very large, and [illegible] customized computer programs [illegible] can reduce to a single [illegible] a task that normally requires [illegible].

[illegible] institutions are not entirely [illegible] says Ms. Horn. "People [illegible] been asking for these [illegible]. In some cases handicapped people themselves are not [illegible] that such devices exist, and in others they just do not want to rock the boat.

Jean Mayer, president of Tufts University, says universities may believe they are suiting the needs of the handicapped, but their efforts may be impractical.

For example, he says his institution installed an elevator for the handicapped but tried to limit its use to those who need it. Restrictions would keep the elevator available for handicapped students, and reduce the chance of breakdowns, staff members reasoned. But the restrictions have made using the elevator difficult.

"I just found out last week that you have to do quite a bit of extremely unnecessary wandering about to get the key to the elevator," he says, adding, "I'm doing something about it."

Questions About Costs

Many administrators, meanwhile, are trying to determine if they are in compliance with the new law, and how much money will be needed if they are not.

"I haven't got the foggiest idea where the money would come from," says John W. Goebel, vice-chancellor of business and finance at the University of Nebraska at Lincoln. While he feels his institution is largely in compliance with the old law, it is possible that certain interpretations of the new law would mean the institution must make some modifications.

Complaints About Vagueness

Many on the campuses complain that the law is vague and that it is unclear what they must do.

Mr. Goebel says his institution hopes for some definitions of certain phrases in the regulations. "But we don't want to lose sight of the most important point, which is that we want to make sure that people who have a disability are given the treatment that is warranted."

Mr. Mayer says Tufts will be able to make any accommodations that are needed. "It's not a massive, major cost; it just adds to the very many costs we already must wrestle with," he says.

Ms. Nelson of Purdue says that a lack of money for adapting technology to the needs of the handicapped has been a problem in the past, but she says that senior administrators at the university support new efforts to make the campus more accessible for the disabled. The new law, she says, "has provided a nice kind of nudge."

But she adds: "We're not just doing this for legal reasons. We feel this is what we need to do to educate a broad spectrum of students, and we're working on making this work within our budget." •

Advertisement

The Learning Society:

On Ellis Island

By Bernard R. Gifford, Ph.D.
Vice President, Education
Apple Computer, Inc.



Last summer I was asked to speak at a meeting of the American Psychological Association on the impact of psychological testing. That's a topic that stirs a lot of emotion in me. I really wanted to connect with the audience, and I wondered how. Then it hit me: I'd invite them on an imaginary tour of Ellis Island—the monument to the American immigrant experience that stands in New York Harbor.

It worked. Together, we imagined what it was like to spill off the ferry and into the building's sprawling lobby. Together, we pictured the lines of people that, in the early decades of this century, wound slowly up the broad staircase into the Registry Room.

Standing in that immense room, it's not difficult to envision weary travelers inching their way toward the desks at its far end, where clerks would write their names and destinations in thick ledgers. What is harder to call up is the trepidation these immigrants must have felt as officials moved through the line. I imagine these officials were easy to spot—brisk men with tin badges on their chests and layers of chalk dust on their hands and cuffs. They would give each newcomer a once-over, ask a few questions, and use their chalk to mark a man here, a child there, with one of the dozen or more symbols that constituted the Island's glossary for human variability: "E" for poor eyesight; "Pg" for pregnant; "X" for possible mental problems; a circled "X" for someone exhibiting definite signs of mental disease.

As the tour continued, we followed the crowds from the Registry Room into a labyrinth of smaller enclosures where those suspected of defects were tested further. In one, we read the account of Pauline Notkoff, a Jewish immigrant from Poland who arrived in 1917.

They asked us questions: "How much is two and one? How much is two and two?" But the next young girl also from our city went and they asked her, "How do you wash stairs, from the top or from the bottom?" She says, "I don't go to America to wash stairs."

Our tour transported us to a critical moment in the history of this nation's testing enterprise. For me, it was not a sentimental journey. My forebears were not tested at Ellis Island; they were examined on the auction block. But for most of our history, whether the measurement of human potential has been within the sphere of doctors or merchants, selection has been its goal.

Certainly, this point has been made often over the years. But it bears repeating, because today's policymakers in education, industry, and government are relying increasingly on standardized tests to make admission, placement, hiring, and promotion decisions.

Our nation's emphasis on standardized testing rests on a premise that's so basic, it often escapes notice: that people are different from one another in ways that are both meaningful and measurable. But somehow, without sufficient deliberation, we have taken a great collective leap from that commonplace belief to the conviction that there are precise, measurable gradations of ability (and stability) that can be used to send children to the right classrooms, adults to the right job slots, and patients to the right psychological interventions.

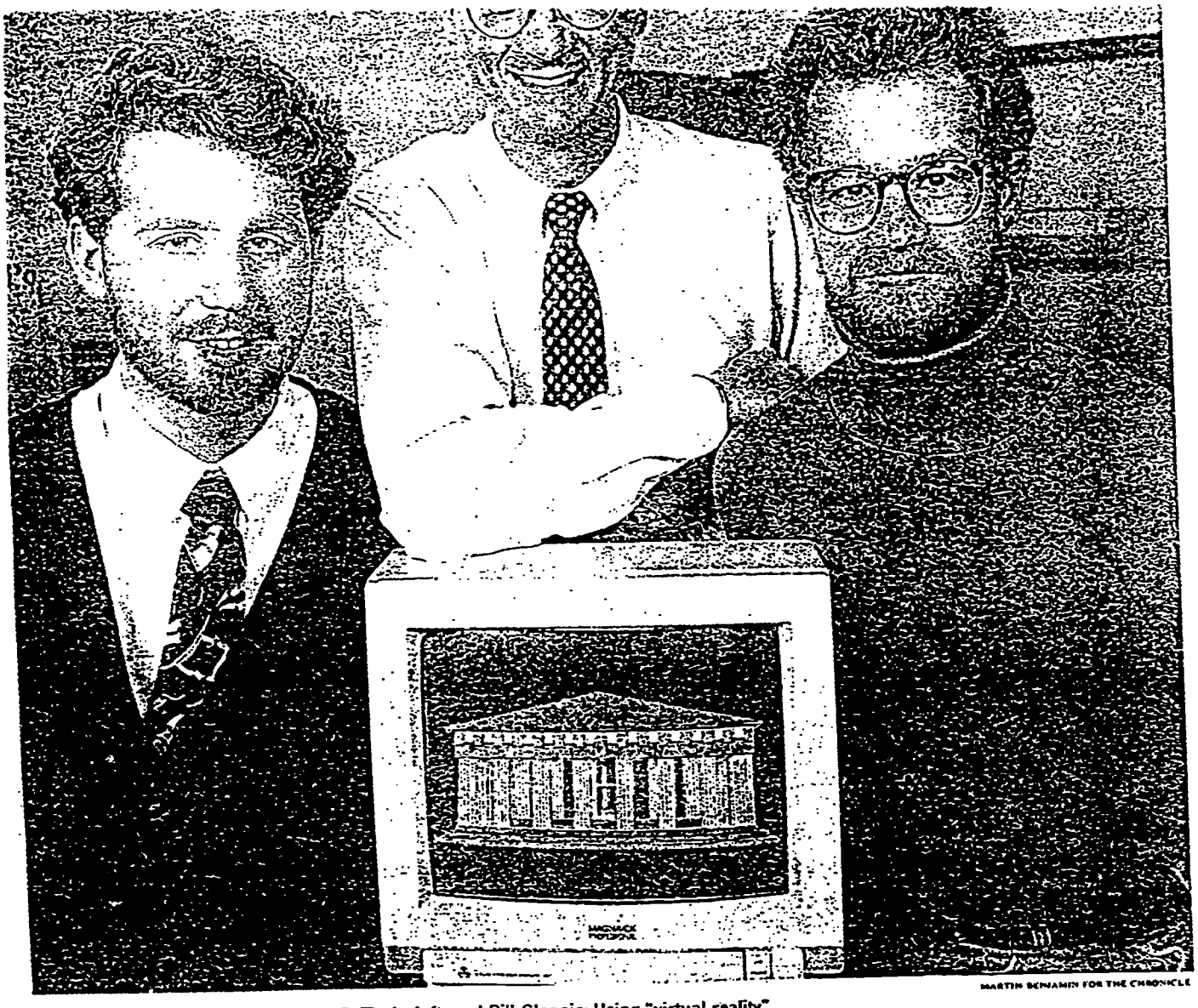
In *More Like Us* James Fallows writes that this notion came partly "from the universal human impulse to put people into hierarchies and to prove that whatever hierarchy exists is fair." Like numerous observers of American assessment practices, Fallows also points to America's "nativist" reaction to the overwhelming flow of immigrants at the turn of the century.

Most of the selection methods used on immigrants in the early decades of the century are long gone. Testing has survived for a very good reason. Decision-makers need a sound, fair, and reasonably efficient mechanism to help them make difficult decisions about the allocation of opportunity among individuals and institutions. In many circumstances, standardized tests serve a useful [illegible]. Certainly, people have different abilities and skill levels. [illegible] that life is not fair. But that does not relieve us of the burden of [illegible] as we can possibly be as we measure differences and [illegible]

As we [illegible] computer technology [illegible] assessment practices [illegible] are [illegible] are inherited. They [illegible] portrait of what [illegible] can do at a particular [illegible] standardized test can [illegible] equally well the [illegible] dramatically different ethnic, cultural and linguistic backgrounds.

[illegible]

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MARTIN BENJAMIN FOR THE CHRONICLE

Stephen C. Gibson, right, with Peter R. Theis, left, and Bill Glennie: Using "virtual reality" to explore the Parthenon "gave you a real sense of the space and the light."

Researchers Hope to Lead Students Into 'Virtual Reality'

Chronicle of Higher Ed
Apr. 22, 1992

By DAVID L. WILSON

Stephen C. Gibson, a graduate student in architecture, felt as though he were standing on the steps of the Parthenon. He was really in the middle of a classroom at Rensselaer Polytechnic Institute, wearing a helmet that enveloped him in computer-generated images that citizens of ancient Athens would have recognized.

Mr. Gibson could "move" into an animated image of the Parthenon, examining its columns and the roof. "It was exhilarating," he says. "It gave you a real sense of the space and the light."

Mr. Gibson was able to stroll through the Parthenon during experiments at RPI with a technique called "virtual reality." His helmet was connected to a computer that displayed images on screens inside the helmet so vividly that he seemed actually to be seeing one of the architectural masterpieces of ancient Greece.

Educators say virtual-reality systems offer a dramatic alternative to the way students learn. By the end of this decade, some say, students will be able to enter computer-created universes to perform chemistry experiments, examine rare manuscripts, and study objects and cultures that are otherwise inaccessible. Those with disabilities will be able to enter an artificial universe and interact with other people, giving no hint as to their handicap.

Researchers working on virtual-reality systems say they will be

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TEACHING WITH TECHNOLOGY

- **Talking computer helps students with physical disabilities**
- **Package lets students take part in real-estate transactions**
- **Students create working model of first human colony on Mars**

A talking computer program at Capilano College in British Columbia is opening new doors for students with severe physical disabilities.

The program, called "Speech Assisted Reading and Writing," teaches basic skills to adult students who would otherwise be unable to participate in classes.

Many of the students have cerebral palsy, multiple sclerosis, or spinal-cord injuries and are unable to turn pages in a book, hold a pencil, or speak.

"Many of these students had been written off 20 years ago as unteachable, because they were non-verbal and physically disabled," says Don A. Bentley, software-development manager for the Neil Squire Foundation in British Columbia, which developed the program with Capilano College. "They were lumped in with people who were mentally disabled. In many cases, they were very bright but had no way of communicating their thoughts."

Students use a variety of devices, such as specialized head gear, to help them operate the computer. A speech synthesizer lets the computer speak for them. The reading section is a collection of adult-oriented stories, written by students working on literacy and people with physical disabilities. In the writing section, the computer "speaks" as the student writes, giving immediate feedback.

Students generally attend classes on the campus, but they can do most of their work at their homes by communicating with their instructor on the computer.

Digital Equipment Corporation donated 25 computers to the project.

For more information, contact Mr. Bentley, Neil Squire Foundation, 4281 Gallant Avenue, North Vancouver, B.C. V7G 1L1; (604) 929-2453.

■

A professor at the University of Georgia has developed a multimedia package that allows students in his graduate real-estate class to simulate property transactions.

In one part of the course, James B. Kau, a professor in the College of Business, divides the class into teams of three students each. The team members assume the roles of mortgage banker, money manager, and security dealer or broker. The teams compete, trying to increase their profits as they trade fixed-income securities. About 20 per cent of the grades are based on the students' trading performance.

The information on the computer screens is similar to that which securities dealers see at their offices. The computer allows students to keep track of the trades they have made, and lets them alter their portfolios as they go along.

"The idea is to mix classroom teaching with some actual experience," says Mr. Kau. "Reading about trading securities isn't the same as actually doing it."

For more information, contact Mr. Kau, 314 Brooks Hall, Terry College of Business, University of Georgia, Athens, Ga. 30602; (404) 542-9110.

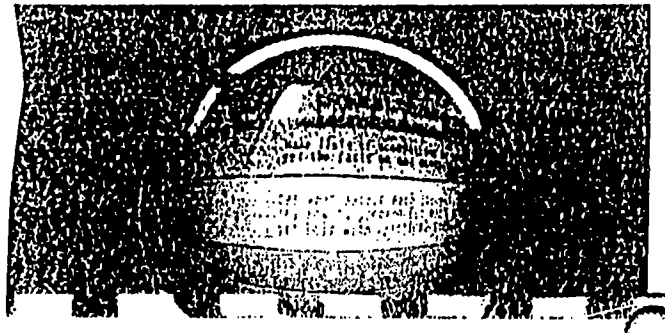
■

Students at Northern Arizona University are using computers to create a working model of Earth's first human colony on Mars.

Each student takes on a different task, from planning how to feed and house the colonists to determining how they will survive in the M[illegible]mos[illegible]

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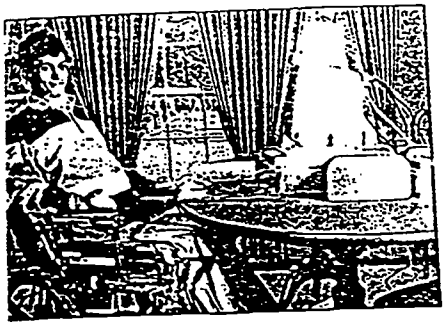
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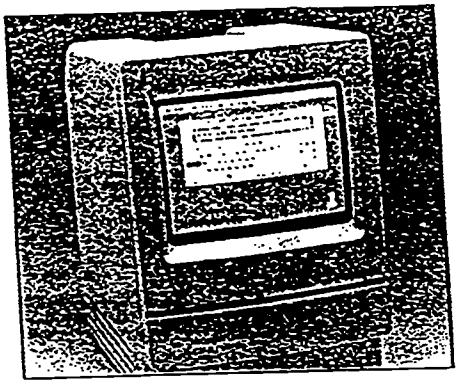
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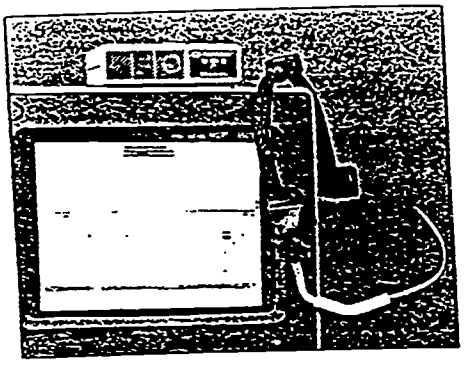
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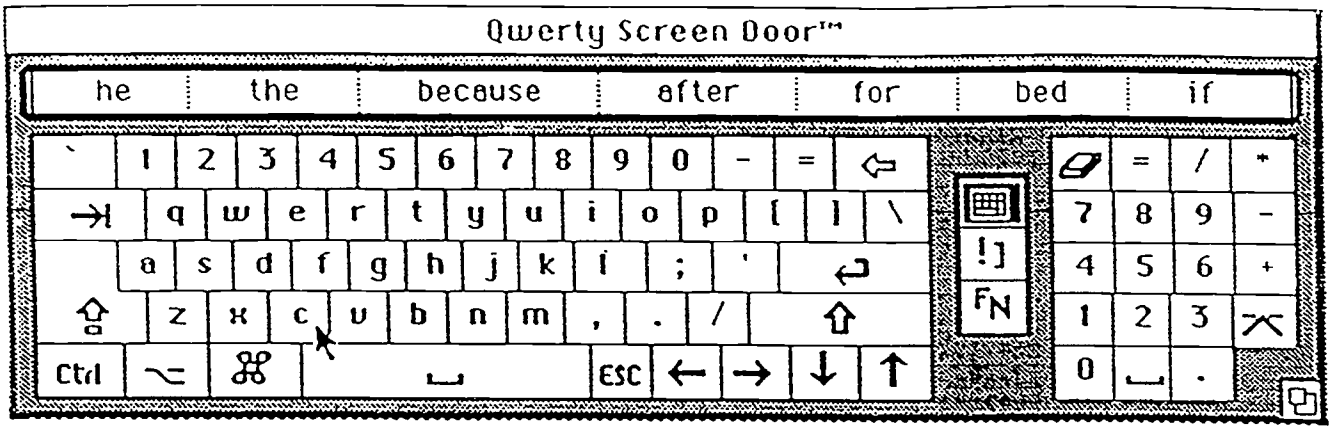
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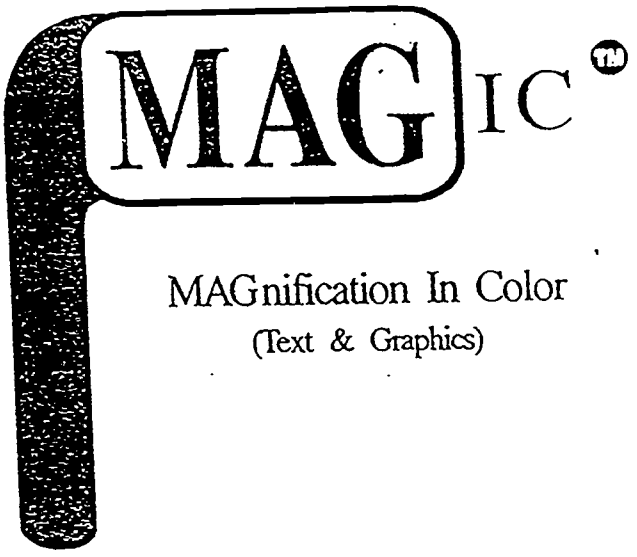
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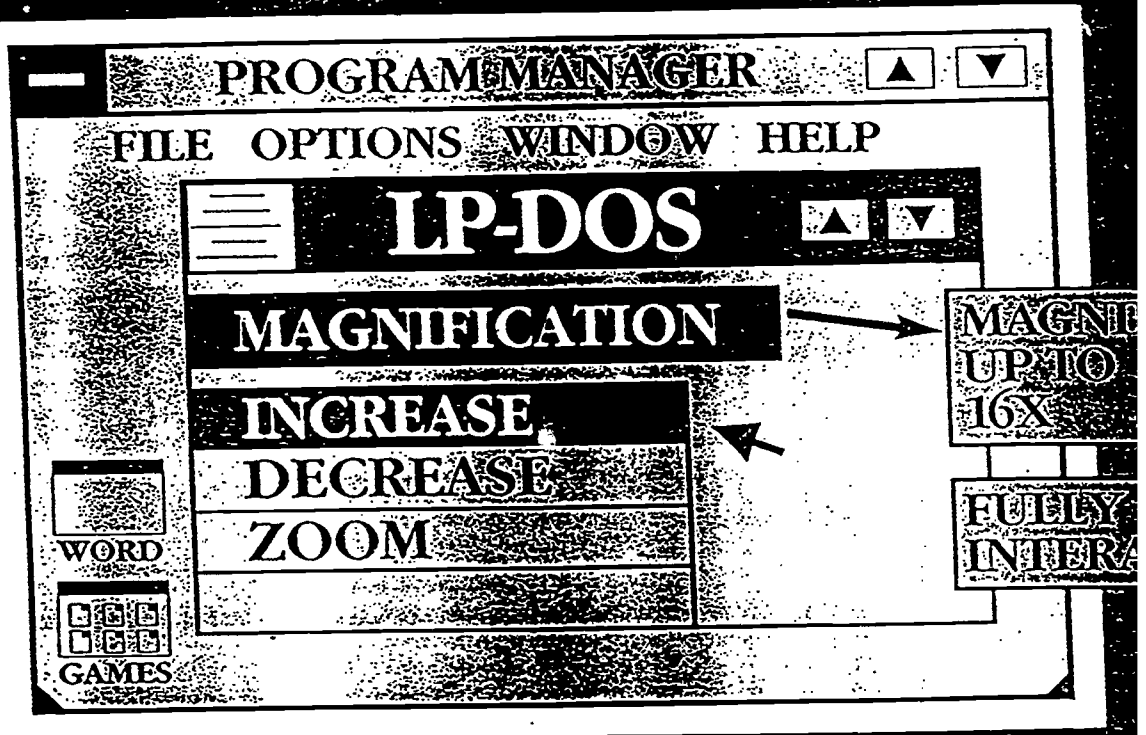
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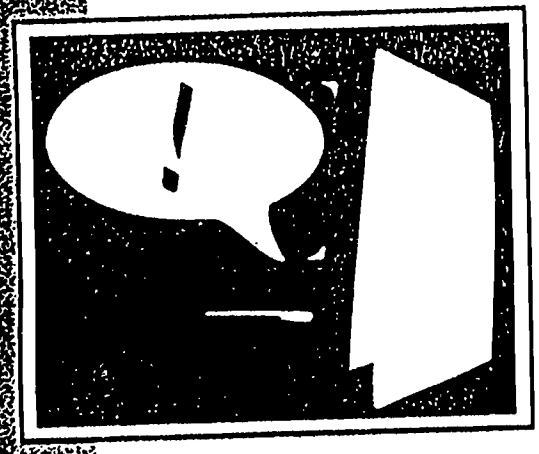
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31-06188-02}		
31 PO6156 }	PC/KPR Software Upgrade to V2.0	250

*DECtalk is a trademark of Digital Equipment Corporation. 9/91

ANNOUNCING TWO NEW ADDITIONS TO THE KURZWEIL PERSONAL READER FAMILY OF PRODUCTS.

KPR Models 40 & 50

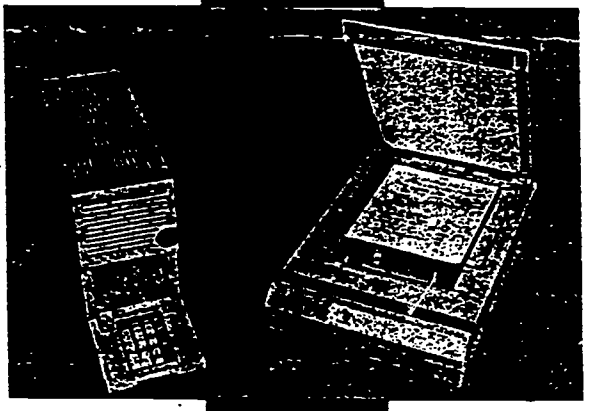
The Kurzweil Personal Reader Model 40 is the basic optical desktop reading system for people who are blind, visually impaired, dyslexic, or have other reading disabilities.

It reads typeset or typewritten text out loud, using Intelligent Character Recognition (ICR) and DECtalk™ synthetic speech.

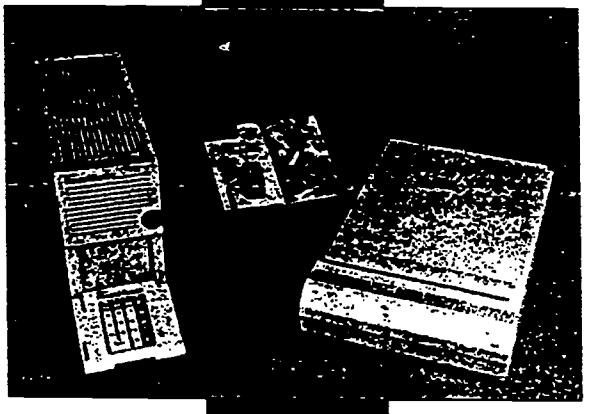
The Kurzweil Personal Reader Model 50 adds a lightweight hand held camera to the basic Model 40. KPR Model 50 is ideal for people who want the convenience of an automatic scanner, and the portability of a hand camera.

Models 40 and 50 are perfect reading tools for people who do not need a true bookedge. You'll receive the same high performance as our other models at a more affordable price.

DECtalk is a trademark of Digital Equipment Corporation



KPR Model 40
Control box and Automatic Scanner



KPR Model 50
Control box with hand held scanner and tracking aids plus automatic scanner

Xerox Imaging Systems
A Xerox Company

For more information about our other products, please contact the Kurzweil Reading Machine Division of Xerox Imaging Systems, Inc.
9 Centennial Dr.
Peabody, MA 01960
(800) 343-0311
In MA (508) 977-2000
FAX (508) 977-2437

After you've scanned the rest, you'll recognize the best!

SYSTEM COMPONENTS SPECIFICATIONS:

All KPR Models include the following:

- Electronics unit with choice of scanners
- Choice of English or a number of international languages and language combinations
- Internal jacks for headphones and tape recorders
- A functional talking calculator
- User documentation in print, Braille, and audio and video cassette

All KPR Models:

- are self-contained, stand-alone reading machines
- read typeset and typewritten material
- interface easily with other computer devices through a serial port
- are compatible with word processing, communications, and Braille conversion software packages
- are convection cooled—no fan noise
- can be a talking terminal through the speech synthesizer and with a screen review software package
- have brightness controls
- come with system software for reading, talking calculator, DECtalk™ or Infovox speech synthesizers, and communications modes
- have programmable, storable settings
- can buffer multiple pages for review, saveable on system crash
- have automatic halftone image avoidance
- have ability to navigate through text which has already been scanned (reread)
- can be upgraded as new software features become available

Hardware:

Size (Height by width by depth):	
Electronics Unit	12.5 x 6.5 x 17 inches (31.7 x 16.5 x 43.2 cm)
Hand Camera	1.8 x 1.5 x 2.8 inches (4.6 x 3.8 x 7.1 cm)
Magnetic Tracking Aids for Hand Camera (2)	12.5 x 9.5 inches & 10.5 x 7.5 inches
Auto Scanner	4.7 x 13.9 x 21.5 inches (12 x 35 x 55 cm)
Weight:	
Electronics Unit	19 lbs (8.6 kg)
Hand Camera	4 oz (113 g)
Magnetic Tracking Aids for Hand Camera (2)	12 oz & 8 oz
Optional Carrying Case for Control Box with or without hand camera:	Lightweight, nylon carrying case with hand shoulder strap
Auto Scanner	22 lbs (20 kg)
Electronic Consumption:	
Electronics Unit	125 W max
Auto Scanner	52 W max
Electrical Requirements	**(Grounded outlets):**
Electronics Unit	100-123 V AC at 60 Hz (U.S.) 190-250 V AC at 50 Hz (Europe)
Auto Scanner	108-132 V AC at 60 Hz (U.S.) 198-242 V AC at 50 Hz (Europe)
Safety Certified	UL, CSA, and FCC Class B approved
Interfaces With:	RS-232 compatible computers
Serial Communications Port:	25-pin female, D C.E.
Headphone Jack:	12 inch mini stereo phone jack
Audio Line-out Jack:	12 inch mini phone jack
Cassette pause control Jack:	1 inch sub-mini phone jack

GENERAL SPECIFICATIONS

Character Recognition Capabilities:

Virtually any machine printed typefont and typestyle, 8-24 point Typeset or typewritten documents, including proportional spaced print

Resolution:

- Hand Camera—423 x 352 dots per inch (423 x 176 dots-per inch at speeds greater than 6 inches per second)
- Automatic Scanner—300 x 300 dots per inch

Formats:

- Single Column
- Multiple Column

Speech:

DECtalk™ speech synthesizer:
- highest quality English synthetic speech
- nine different voices: 4 male, 4 female, 1 child
- selectable speech rate from 125 to 550 words per minute

Infovox speech synthesizer:
- single or dual language systems available
- languages: American English, British English, French, German, Italian, Norwegian, Spanish and Swedish
- language combinations: American English with French, German, Italian, Norwegian, Spanish, and Swedish. British English with French, German, Italian, Norwegian, Spanish, and Swedish. German/French; German/Italian; German/Norwegian; German/Spanish; German/Swedish; Spanish/Swedish; Spanish/Italian; Spanish/French; French/Italian.
- selectable speech rate from 100 to 400 words per minute
- four different voices: 2 male, 1 female, 1 child

Document Size:

- Hand camera—minimum 3 x 5 inches up to 9 inches horizontal per column
- Automatic Scanner—minimum 3 x 5 inches up to 8.5 x 14 inches

Document Scan Time:

- 60-90 seconds average per 8.5 x 11 page (dependent on size of print, line spacing, and page format).

Miscellaneous:

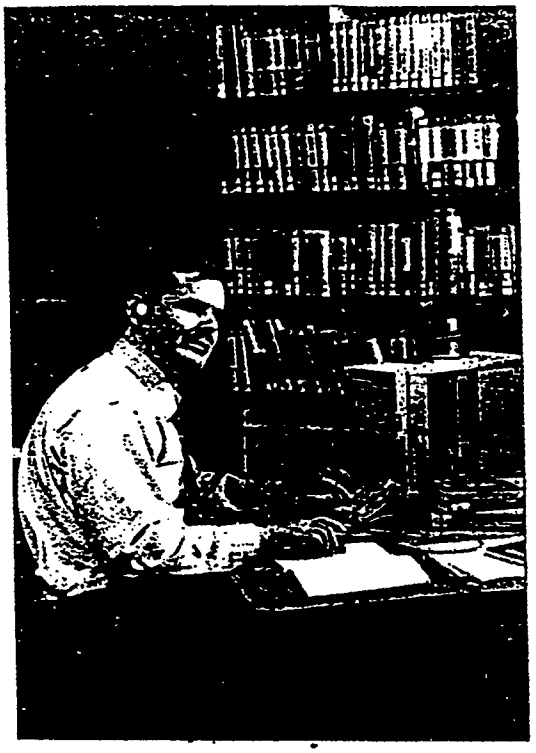
Scanning Drop Out Colors:
- Hand Camera—red
- Automatic Scanner—light green

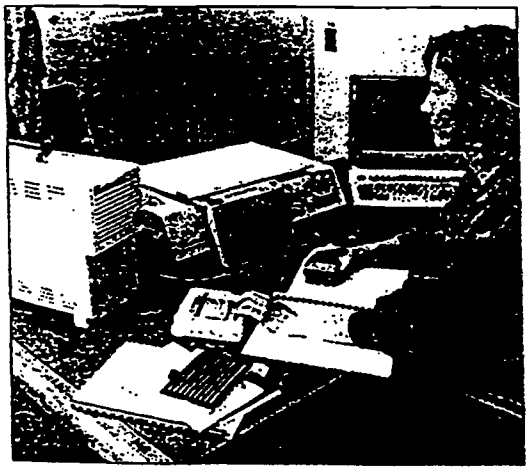
Xerox Imaging Systems
A Xerox Company

XEROX/KURZWEIL PERSONAL READER

APPLICATIONS

An optical scanner that turns print into speech.





HEAR IT NOW:
The latest word in print.

The Xerox/Kurzweil Personal Reader is a breakthrough in technology for people who are blind, visually impaired or dyslexic. It is a portable system that is a powerful tool for all applications–at work, at school, at home, or at the library.

The Personal Reader is an optical scanner that reads typeset and typewritten material and turns it into DECtalk* synthetic speech. It reads single sheets or bound documents such as books. The Personal Reader interfaces easily with other computer devices, giving the user the power to create an interactive workstation, for reading, writing, and storing information.

The Personal Reader is compatible with word processing, communications, and Braille conversion software packages. The DECtalk speech incorporated into the Personal Reader can be used with screen review software to create a talking terminal. The result is a system ideally suited to a wide range of applications.

The Personal Reader is not *just* a reliable, portable, optical scanner that turns typeset or typewritten material into DECtalk synthetic speech. It is also:

- a data entry system that quickly and accurately sends text to other computer devices for storage, word processing, or Braille conversion applications;
- a DECtalk speech synthesizer, used with screen review software to create a talking terminal;
- a powerful talking calculator.

The user documentation that comes with the Personal Reader contains information for interfacing it with other computer devices. The user documentation comes in print, Braille and cassette form.

The purchase price of the Personal Reader makes it a cost-effective reader for all applications. It is an investment that pays off for school or work. It is an investment in success. (Not to mention the pay-off in personal and professional enrichment.)

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XEROX

AT WORK

The Personal Reader opens up many new work opportunites for people who are blind, visually impaired or dyslexic. The ability to read virtually any typeset or typewritten material with the Personal Reader means that clerical, professional and management positions can be handled successfully.

Confidential reports and memos can be read whenever necessary with complete privacy. For the active business person, the Personal Reader's portability is a real benefit. It transports easily to meetings, conferences, and on business trips. The Personal Reader is available 24 hours a day and it can read quickly up to 550 words per minute.

The Personal Reader is easily interfaced with Apple or IBM/compatible computers. It can be used as a data entry system, to quickly scan reports, memos or manuals. The scanned text can be edited, converted to Braille or stored in a file for easy retrieval. The DECtalk speech can then be used as voice output for the terminal.

In almost any job situation where it is necessary to read material, write correspondence or reports, perform calculations, or file information for future reference, the Personal Reader makes the job possible.

AT SCHOOL

The Personal Reader is a valuable learning assistant for students of all ages. Its portability allows it to be carried from class to class, moved to the library, or transported home. Students don't have to wait to get taped or Braille versions of their textbooks. It is a useful tool for graduate students who need to read reserved materials or other documents not available in Braille or cassette.

Dyslexic students can place a book on the automatic scanner, and follow along in another copy of the book as it is read out loud. Material can be read by page, paragraph, sentence, or word. Words can be spelled out and punctuation announced. The ability to read, write and edit papers independently is a big time-saver.

AT HOME

The Kurzweil Personal Reader offers the user private, independent, timely access to the world of print. Novels, personal mail, most typeset or typewritten material may all be read in the privacy of the home.

AT THE LIBRARY

Libraries are no longer just for sighted persons. They are a valuable resource for everyone. With the Personal Reader, both public and academic libraries can provide equal access for all.

The Personal Reader can read everything from children's stories to cookbooks and science journals. Headphones can be used, which gives the user privacy, and allows the system to be located in a quiet environment. Users can bring school work, business reading, as well as personal correspondence, to read at their own pace, on their own schedule-with privacy and independence.

HEAR IT NOW:
The latest word in print.

Xerox Imaging Systems
A Xerox Company

Personal Reader Department
9 Centennial Dr.
Peabody, MA 01960
(800) 343-0311
(508) 977-2000
FAX (508) 977-2437

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Developed by Project EASI
(Equal Access to Software for Instruction)

Computers and Students with Disabilities: New Challenges for Higher Education

Second Edition -- Available in ASCII

A Project of EDUCOM's

Educational Uses of Information Technology (EUIT) Program

Access to technology leads to access to employment: the history of the [Section 508] legislation clearly indicated concern for a technologically accessible workplace.

--Lawrence Scadden,
Electronic Industry Foundation

V. Legal Issues

There is a steady trend, both legislative and administrative, at both state and federal levels, to increase access opportunities for people with disabilities. Some statutes apply to campuses now, others indicate likely legislative mandates in the future. This section provides a brief historical overview of federal legislation and recommends that campuses take a pro-active approach to increasing access.

Rehabilitation Act of 1973

The Rehabilitation Act of 1973 mandates nondiscrimination on the basis of handicap in any programs receiving or benefiting from federal financial aid. Section 503 prohibits discrimination in employment on the basis of handicap. Section 504 mandates nondiscriminatory access to educational programs. Sections 503 and 504 have made educational programs and campus employment accessible to students, faculty, and staff with disabilities.

In the past, Section 504 has been implemented by providing interpreters and notetakers for students who are deaf, readers and Braille materials for those who are blind, and ramps and elevators for those who use wheelchairs. These campus services have also assisted faculty and staff with disabilities to perform their functions within the institution.

Section 508: The "Electronic Curbcuts" Legislation

Section 508 of the Rehabilitation Amendments of 1986 mandated the development of accessibility guidelines for electronic office equipment. (A summary of these guidelines (FIRMR) appear in Appendix VII E.) Since October 1, 1988, the FIRMR guidelines have been applied to all equipment purchased through federal procurement.

Americans with Disabilities Act

In July of 1990 the Americans with Disabilities Act (ADA) became law. It bars discrimination against people with disabilities in employment, public accommodations and services, transportation and telecommunications. The ADA extends the protections of Section 504 beyond entities receiving federal assistance, to both private businesses and state and local governments. Employers are required to make reasonable accommodations for employees with disabilities, including acquiring or modifying equipment or devices to make them accessible.

What to Do Now

The Americans with Disabilities Act now mandates compliance with accessibility guidelines for most public facilities, including schools, buses, restaurants, theaters and hotels, and sets nondiscrimination, equal opportunity standards for employment by requiring that "reasonable accommodation" be made for individuals with disabilities. This civil rights protection package forbids discrimination against persons on the basis of disability and it gives the federal government a central role in enforcing the law.

Regulations are Being Drafted

Right now, specific regulations are being drafted that will clearly define what must be done by schools and businesses to comply with the ADA. The regulation drafting and public hearing process will continue until 1992. In the meantime, campuses may ask themselves what they should be doing.

EDUCOM is not in a position to offer specific legal advice because the ADA regulation process is not complete. Further, legal obligations relating to disability may vary as state legislatures adopt elements of federal law and apply it locally. However, because of past experience with the costs of delaying compliance, campuses are advised take a proactive approach. The First Steps sections are to help campuses begin to identify and implement their responses.

A Rationale for Being Proactive

The Architectural Barriers Act of 1968 mandated physical accessibility to federal facilities. Its standards were incorporated into the guidelines implementing Sections 503 and 504 of the Rehabilitation Act of 1973 which cover educational and employment programs benefitting from federal funds. The Rehabilitation Act had significant financial impact on campuses. Expensive retrofitting costs, such as those related to installing elevators and automatic door openers in existing campus buildings, were incurred.

In the five years between 1968 and 1973, campuses that failed to heed the changing federal policy and built inaccessible facilities incurred unnecessary retrofitting costs. The pattern appears to be repeating itself with respect to technology access. Section 508, passed in 1986, requires the federal government to provide equal access to technology for employees with disabilities.

Application of Law is Broadened

Section 508 currently applies only to federal procurement; however, legislation such as the Technology-Related Assistance for Individuals with Disabilities Act of 1988 (PL 100-407) requires that states receiving Tech Act grants provide assurance of compliance with Section 508 guidelines. The ADA requires most other employers to make "reasonable accommodations," including modifying equipment, when hiring people with disabilities. Therefore, it seems likely that campuses will be required to make similar use of accessible technology to avoid discriminating against their employees. Failure to begin to do so now may incur retrofitting costs in the near future.

Section 504 already requires nondiscriminatory access to educational programs benefiting from federal financial aid. If access to technology follows the pattern of physical access, Section 508 accessibility requirements for electronic technology will be applied as widely as Section 504 requirements were for program accessibility.

This suggests that Section 508 (as per FIRMR guidelines) will continue to be used for ensuring nondiscriminatory computing access. To avoid possible future retrofitting costs, campuses would be well-advised to begin now to plan and implement adaptive computing strategies for students, as well.

Discussion Questions

Campus Computing to Disabled Student Services:

Who on campus is responsible for nondiscrimination policy administration?

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How should we establish a pro-active campus-wide policy on technology access?

Who should be involved in developing campus policy?

Do other colleges in the area have policies we could use as models?

Disabled Student Services to Campus Computing:
How can we use campus purchasing to communicate access concerns to vendors?

In what academic programs and departments is computing a part of students' academic experience and learning?

Are students with disabilities able to fully participate in these activities?

First Steps

1. **Host a coffee or brown-bag lunch with policy-level staff from the Offices of Disabled Student Services, Computer Center, Affirmative Action, and Legal Counsel to discuss current campus policies for complying with Sections 504 and 508 of the Rehabilitation Act. Also discuss the Americans with Disabilities Act and its implications for your campus. (The text for these Acts is in Appendix VII.)**

2. **Contact the Office of Civil Rights and ask them to make a presentation to administrative personnel on access legislation. Ask them to identify other campuses that have experience with access issues.**

3. **Establish a work group to develop a campus definition of "reasonable accommodation," as mandated in the ADA, for students and employees with disabilities. Establish policies that implement the definitions provided in the ADA, and determine goals for achieving campus access.**

4. **Project EASI is developing a brochure (due for publication in 1992, and tentatively entitled "Computer Access and Legal Issues for Higher Education"). This brochure will provide campuses with more information on the impacts and implications of current legislation in higher education. Contact EDUCOM for the brochure and distribute it on your campus.**

VI. Summary

Rapidly changing technology promises solutions not previously envisioned—solutions to the problem of providing equal access to learning resources for all students. This promise presents the challenge to build a sound but flexible computing infrastructure capable of incorporating and exploiting new technologies. Lack of technology and lack of awareness, coupled with the fear of obsolescence or the belief that a panacea is just around the corner, are forces that have previously forestalled the establishment of adaptive computing on campuses.

The technology and information resources for implementing adaptive computing currently exist. Immediate planning to provide technological access for people with disabilities—while campuses are developing computerization plans—could reduce the financial impact of future technology accessibility legislation and would meet current (Section 504) and future legislative requirements. The adaptive technology field is dynamic. Its evolution promises to benefit people with disabilities, many service providers, and, ultimately, society as a whole.

A. Text of Section 504

Public Law 93-112, Rehabilitation Act of 1973, Section 504:

"No otherwise qualified handicapped individual in the United States.....shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (29 U.S.C. Sec. 794, as amended by Section 111(a) of the Rehabilitation Act amendments of 1974).

Civil Rights Restoration Act of 1988:

This act re- established institution-wide coverage under Section 504 of the Rehabilitation Act. For several years following the Supreme Court's Grove City vs. Bell decision, civil rights under Section 504 were tied directly to federal funds at the individual program level. This led to cases in which students were denied access to one lab (non-federally funded) but were given access in the next room (federally funded).

The Civil Rights Restoration Act of 1988 clearly stated that acceptance of any federal aid (including student financial aid) meant that the entire institution had to comply with federal nondiscrimination laws.

B. Text of Section 508

Public Law 99-506 (October 21, 1986), Rehabilitation Amendments of 1986, Section 508:

Electronic Equipment Accessibility
Section 508.

(a)(1) The Secretary, through the National Institute of Disability and Rehabilitation Research and the Administrator of the General Services, in consultation with the electronics industry, shall develop and establish guidelines for electronic equipment accessibility designed to insure that handicapped individuals may use electronic office equipment with or without special peripherals.

(2) The guidelines established pursuant to paragraph (1) shall be applicable with respect to electronic equipment, whether purchased or leased

(3) The initial guidelines shall be established not later than October 1, 1987, and shall be periodically revised as technologies advance or change.

(b) Beginning after September 30, 1988, the Administrator of General Services shall adopt guidelines for electronic equipment accessibility established under subsection
(a) for Federal procurement of electronic equipment. Each agency shall comply with the guidelines adopted under this subsection.

(c) For the purpose of this section, the term "special peripherals" means a special needs aid that provides access to electronic equipment that is otherwise inaccessible to a handicapped individual.

C. Tech Act

Public Law 100-407, Technology-Related Assistance for Individuals with Disabilities Act of 1988:
The Tech Act funded the establishment of technology assistance centers in each state during the following three years to address technology access for people with disabilities. According to Section 103(c)(7), states will be required to submit an assurance of 508 compliance as a part of applying for federal funding under the Tech Act.

D. Text of the ADA

Purpose
It is the purpose of this Act—

(1) to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities;

(2) to provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities;

(3) to ensure that the Federal Government plays a central role in enforcing the standards established in the Act on behalf of individuals with disabilities; and

(4) to invoke the sweep of congressional authority, including the power to enforce the fourteenth amendment and to regulate commerce, in order to address the major areas of discrimination faced day-to-day by people with disabilities

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Title 1-Employment

Sec 102. Discrimination

(a) General Rule. No covered entity shall discriminate against a qualified individual with a disability because of the disability of such individual in regard to job application procedures, the hiring, advancement,or discharge of employees, employee compensation, job training, and other terms, conditions and privileges of employment.

"Qualified individual with a disability" means an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires.

"Reasonable accommodation" may include-

(A) making existing facilities used by employees readily accessible to and usable by individuals with disabilities; and

(B) job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

Title II-Public Services

Sec 202. Discrimination

Subject to the provisions of this title, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity.

Title III-Public Accommodations and Services Operated by Private Entities

Sec 302. Prohibition of Discrimination by Public Accommodations

(a) General Rule- No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation by any person who owns, leases (or leases to), or operates a place of public accommodation

E. Functional Performance Specifications for Technology Accessibility

From FIRMR Bulletin 56, Managing End User Computing For Users With Disabilities, Appendix J (GSA 1989):

These specifications are organized by functional requirement into three categories: input, output, and documentation. This organization reflects the major areas that need to be addressed during agency acquisition planning and procurement. All the capabilities set forth in these specifications are currently available from industry in various degrees of functional adequacy except for access to screen memory for translating bit-mapped graphic images.

a. **Input.** Access problems concerning the input interface to a microcomputer differ by the type and severity of the functional limitation of the employee. Some users with disabilities are capable of using a keyboard if it can be modified slightly. Other users with disabilities require an alternate input strategy. The following is an overview of common input alternatives, and other input functional requirements which should be considered:

(1) **Multiple Simultaneous Operation Alternative.** Microcomputers have numerous commonly-used functions that require multiple, simultaneous striking of keys and/or buttons. Sequential activation control provides an alternative method of operation by enabling the user to depress keys or buttons sequentially.

(2) **Input Redundancy.** Some programs require a mouse or some other fine motor control device for input. However, some users with motor disabilities cannot operate these devices. An input redundancy feature provides the functionality of these devices through the keyboard and/or other suitable alternative input devices (e.g., voice input).

(3) **Alternative Input Devices.** The capability to connect an alternative input device can be made available to a user who is unable to use a modified standard keyboard. This feature supplements the keyboard and any other standard input system used. The alternative input capability consists of a physical port (serial, parallel, etc.) or connection capability that allows an accommodation aid to be connected to

the system to augment or replace the keyboard. For example, an alternative input device can be customized as the most effective method of input (e.g., switches, eye scan, headtracking) for the user while supporting transparent hardware emulation for standard input devices (i.e., keyboard and the mouse).

(4) **Key Repeat.** A typical microcomputer generates repetitions of a character if that key remains depressed. This is a problem for users without sufficient motor control. A key repeat feature gives a user control over the repeat start time and rate by allowing either the timing parameters to be extended, or the repeat function to be turned off.

(5) **Toggle Key Status Control.** Microcomputer toggle keys provide visual feedback indicating whether a key is on or off. A toggle key status feature provides an alternative mode to visual feedback to show the on or off status of a toggle key.

(6) **Keyboard Orientation Aids.** To orient a visually impaired user to a particular keyboard, a set of tactile overlays should be available to identify the most important keys. The tactile overlays can be in the form of keycap replacements or transparent sticky tape with unique symbols to identify the various keys.

(7) **Keyguards.** To assist a motor disabled user, a keyguard should be available to stabilize movements and ensure that the correct keys are located and depressed. A keyguard is a keyboard template with holes corresponding to the location of the keys.

b. **Output.** Auditory output capability, information redundancy, and monitor display should be considered as functional requirements.

(1) **Auditory Output Capability.** The auditory output capability on current microcomputers is sufficient to beep and play music. However, some users with disabilities may require a speech capability. A speech synthesizer is required to generate speech on today's computers. The capability to support a speech synthesizer should continue to be available in future generations of computers or this capability may be internalized through an upgrade of the computer's internal speaker. The speech capability should include user adjustable volume control and a headset jack.

(2) **Information Redundancy.** Currently, several programs activate a speaker on the microcomputer to provide information to the user. However, some programs do not have the capability to present this information visually to the hearing impaired user. This feature provides information redundancy by presenting a visual equivalent of the auditory information presented.

(3) **Monitor Display.** The requirement to enhance text size, reproduce text verbally, or modify display characteristics is crucial for some users with visual disabilities. To ensure that this access continues, the following capabilities are required:

(a) **Large Print Display.** There should be a means for enlarging a portion of the screen for the low vision user. The process uses a window or similar mechanism that allows magnification to be controlled by the user. A user can invoke the large print display capability from the keyboard or control pad for use in conjunction with any work-related application software. If applications software includes graphics, then enlargement of graphic displays should also be available.

(b) **Access to Visually Displayed Information.** The capability to access the screen is necessary to support the speech and/or Braille output requirement of many blind users. Currently, blind users are able to select and review the spoken or Braille equivalent of text from any portion of the screen while using standard applications software. Third party vendors should continue to have access to the screen contents in a manner that can be translated and directed to any internal speech chip, a speech synthesizer on a serial or parallel port, or a Braille display device. Information that is presented pictorially also needs to be available in a manner that, as software sophistication improves, it may be eventually translated using alternate display systems.

(c) **Color Presentation.** When colors must be distinguished in order to understand information on the display, color-blind end users should be provided with a means of selecting the colors to be displayed.

c. **Documentation.** The vendor should be responsive in supplying copies of the documentation in a usable electronic format to disabled Federal employees.

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LOOKING AHEAD: FEDERAL LEGISLATION AND CAMPUS COMPUTER ACCESS FOR PEOPLE WITH DISABILITIES

By Danny Hilton-Chalfen and Carmela Castorina

What happens when a student or an employee must produce computerized reports or drawings but cannot use a standard keyboard because of a mobility impairment?

Danny Hilton-Chalfen is coordinator of the UCLA Disabilities and Computing Program in the Office of Academic Computing's Microcomputer Support Office, as well as chair of EDUCOM's Project EASI. Carmela Castorina is editor of Project EASI. *Special thanks to Nils Peterson of From the Heart Software, Tzipporah Ben Avraham of Connected Education, New School of Social Research, and Susan Phillips of the University of Missouri–Columbia for their contributions to this column.*

What accommodation must be made for a student who is blind but has been handed a printed course syllabus? What does it mean to provide "reasonable accommodation" for a hearing-impaired student on a campus that uses phone registration?

Last year the Americans with Disabilities Act (ADA) applied the intent of previous legislation—all aimed at accommodating people with disabilities—to industry, government, and public facilities by requiring that reasonable accommodation be made for individuals with disabilities.

Passage of this 102-page comprehensive civil rights protection package forbids discrimination against persons on the basis of disability. The act also states the federal government's central role in enforcing the law. Federal law now mandates compliance with accessibility guidelines within most public facilities, including schools, buses, restaurants, theaters, and hotels, and it sets nondiscrimination, equal opportunity standards for employment.

Right now, we are still waiting for specific regulations that clearly define what must be done so that schools and businesses may comply with this new legislative mandate. Regulations and the public hearing process will continue until 1992.

In the meantime, many schools and businesses have already begun offering equipment and support services to provide accommodations to help people with disabilities in th

completion of their education and the pursuit of certain jobs.

Many school and workplace accommodations are obvious and are easily implemented. Ramps and electric doors are a common sight on all college and university campuses nowadays, but there are still questions about what computer access accommodations will be required by the ADA.

A series of federal legislations adopted during the past twenty-three years has been aimed at stopping discrimination against people with disabilities and promoting access that would facilitate the mainstreaming of disabled people into school and work environments. The direction that those pieces of legislation took provides a clue as to what types of computer accommodations will be required by the ADA.

The first such piece of legislation—the Architectural Barriers Act of 1968—mandated physical accessibility at the federal level. Its standards were also incorporated into guidelines that were established five years later in the Rehabilitation Act of 1973, which forbade discrimination on the basis of handicap by any programs receiving or benefiting from federal financial aid. Section 504 of that act was aimed at making educational programs accessible to all students. Section 503 mandates that campus employment be accessible to students, faculty, and staff with disabilities.

As computer technology permeated both the academic and professional worlds, it became clear that computer access by students, faculty, and staff with disabilities must also be made available in order to ensure nondiscrimination in both learning and work environments.

Section 508 of the amendments to the Rehabilitation Act of 1973—also called the "electronic curb cuts" legislation—required that all equipment purchased through federal procurement meet access guidelines. Section 508 directed that federally funded programs must "ensure that all handicapped individuals may use electronic office equipment with or without special peripherals" and that computers must be accessible to end users "with or without disabilities."

In the beginning, the Rehabilitation Act imposed a great cost on campuses that had failed to comply with the Architectural Barriers Act, and expensive retrofitting costs, such as those related to installing elevators and automatic door openers in existing buildings, were incurred.

This is the time for campuses to guard against repeating that costly pattern with respect to technology access. Section 508 has required that the federal government provide equal access to technology for its employees with disabilities. The ADA requires most other employers to make reasonable accommodations—including modifying equipment—when hiring people with disabilities. Thus, campuses are already required to make use of accessible technology so as to avoid discriminating against their employees.

Section 504 requires nondiscriminatory access to education programs that benefit from federal financial aid. If access to technology follows the pattern of physical access, future legal developments will apply Section 508 accessibility requirements to electronic technology as widely as Section 504 requirements for program accessibility have been applied.

(continued on page 79)

Other Resources on Computing and People with Disabilities

In October 1988, the Technology Related Assistance for Individuals with Disabilities Act, or Tech Act, made federal funds available for the development of statewide programs that would promote the provision of technology-related assistance. The purpose of Tech Act programs is to serve as statewide resources that will increase awareness of the need for assistive technology, disseminate information about assistive technology, and facilitate the availability of assistive technology. So far, twenty-three states have qualified for funding under the Tech Act, and all states are scheduled to qualify by 1995.

EDUCOM's Project EASI (Equal Access to Software for Instruction) is dedicated to assisting higher education in the development of computer support services for people with disabilities. A project of the EUIT (Educational Uses of Information Technology) Program, EASI provides information and guidance on campus applications of adaptive computer technology. EASI offers a multiunit Seminar Series aimed at computing services personnel, disabled student services providers, faculty, staff, and campus administrators. Project EASI also has an online electronic document service that facilitates rapid access to EASI publications and other documents related to computer access. There are three important publications currently available from Project EASI: *Computers and Students with Disabilities: New Challenges for Higher Education*, which is an overview of computer access and disability issues in postsecondary education; *EASI Fixes*, which provides information for software developers on how to make software accessible; and a four-page introductory brochure on adaptive computer technology. All publications are available in ASCII. For more information on Project EASI, contact Danny Hilton-Chalfen, chair, at the UCLA Office of Academic Computing, Microcomputer Support Office, 213 206-4839, TDD: 206-5155, or via BITNET: CSMIDHC@UCLAMVS.

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Software Awards

(continued from page 77)

Originally was located at the National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL) at the University of Michigan the Awards Program has moved to University of Maryland.

In 1992, the awards competition will include Natural Sciences, Social Sciences, and Accounting. For additional information on Higher Education Software Awards program or this year's award winners, contact Gail Miller at 301 405-7534 or GMILLER@CRISTAL.UMD.EDU.

1991 EDUCOM Higher Education Software Awards:

Distinguished Humanities (Foreign Language) Curriculum Innovation, *The Evolution of Spanish Sounds Part II: Consonants in Combination*, Donna M. Rogers, Lawrence C. Ragan, and Lorinda L. Brader (The Pennsylvania State University)

Distinguished Humanities (Writing) Software, *Research Paper Writer*, Peter Owens (University of Massachusetts—Dartmouth)

Weston Vernon Jr. NCAIR Award for Distinguished Law Software, *Park's Evidence Exercises*, Roger Park (University of Minnesota Law School)

Distinguished Mathematics Software, *Combinatorica*, Steven Skiena (State University of New York—Stony Brook)

Distinguished Mathematics Software, *GyroGraphics (3.0)*, Jerry Johnson (Oklahoma State University)

Reviewers' Special Recognition Software Award, *A la rencontre de Philippe*, Gilberte Furstenberg, Janet H. Murray, Stuart Malone, and Ayshe Farman-Farmaian (Massachusetts Institute of Technology)

Best Humanities (Writing) Software, *Background and Analysis of Martin Luther King, Jr.'s "Letter from Birmingham Jail,"* Melbourne J. DeYoung, Marilynne W. Stout, Lorinda L. Brader, and Evette E. Bazemore (The Pennsylvania State University)

Best Humanities (Foreign Language) Curriculum Innovation, *Integrating Authentic Interactive Video Into the Elementary and Intermediate Spanish Curriculum*, William H. Fletcher, Enrique Marquez, Maria Castro de Moux, Ludmila Pruner, Gladys Rivera-La Scala, and Sharon Voros (U.S. Naval Academy, and Protase Woodford (Educational Testing Service)

Best Mathematics Curriculum Innovation, *Project CALC*, Lawrence C. Moore, Jr. and David A. Smith (Duke University)

Distinguished Engineering Software, *SYMple (version 2.0)*, Jeff Klein (University of Wisconsin—Madison)

Distinguished Humanities (Foreign Language) Software, *Hanzi Assistant*, David Bantz (University of Chicago), Susan Blader, Otmar Foelsche, Huayuan Mowry (Dartmouth College), and Michael McClennen (University of Michigan)

Looking Ahead:

(continued from page 59)

This suggests both that Section 508 guidelines will continue to be used as a checklist for ensuring nondiscriminatory computing access and that campuses would be well advised to immediately begin planning and implementing adaptive computing strategies for students as well.

If the past is any indicator, we anticipate that the ADA's impact on computer accessibility will be to apply nationwide—in both the public and private sectors—the guidelines that were originally applicable only to programs that received federal funding.

Higher education's experience with Section 504 of the 1973 Rehabilitation Act has demonstrated that costly litigation can be avoided by a proactive approach to reasonable accommodation. By acting now to implement computer accommodations, schools, government, and industry can create unprecedented opportunities for full participation in education and employment for millions of Americans. ■

Huxley's Hubris

(continued from page 23)

Note

1 A session titled, "Lean and Meaningful in the 1990s—Rethinking Strategies," which will address the financial constraints on higher education, will be offered at EDUCOM'91 in San Diego, California, in October. Contact EDUCOM for further information.

Kenneth M. King

(continued from page 80)

on that campus still avoid fraternization with colleagues because of the incident.

Some institutions have managed to come through these episodes strengthened by the experience. At such institutions, there was excellent high-level leadership that had the foresight to start solving institutional problems in advance of the crisis and therefore did not panic during the difficult period. Extraordinary efforts were made to minimize human impact and to define the rationale for eliminating nonstrategic programs in a way that almost everyone could accept. People were challenged to pull together to solve the institution's problems rather than fight it out to see who would survive.

For those of you involved in restructuring efforts or affected by the restructuring efforts imposed on you, these are highly stressful times. There is not much I can do to help those of you who may occasionally feel like blowing into a paper bag and popping pills. However, since I've been there before myself, if you would like to call and chat, my phone number is 202 872-4200, and I am reachable by e-mail at KMK@EDUCOM (BITNET). Sometime in the future, I hope you will be able to look back on these times for their anecdotal value. ■

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Q. What does it mean to say "when viewed in its entirety"?

A. Because many existing facilities are not now accessible to handicapped persons, classes and services may be rescheduled or moved to accessible buildings. However, priority must be given to providing programs and services in the most integrated setting. The emphasis of the regulations throughout is to "mainstream" handicapped persons.

Q. How soon must program accessibility be achieved?

A. Program accessibility must be achieved within sixty days unless structural changes to existing facilities are necessary. If structural changes are required, they must be made within three years, but as expeditiously as possible.

Q. What about the accessibility of new buildings?

A. All buildings which are constructed after the effective date of these regulations must be readily accessible to handicapped persons. Standards for making buildings accessible can be obtained from the American National Standards Institute, Inc., and all new construction must conform to these guidelines.

Q. What about alterations to existing facilities?

A. Alterations that affect the usability of the facility shall to the maximum extent feasible, be altered so that the altered portion is readily accessible and usable by handicapped persons.

Q. Are there separate requirements for preschool, elementary and secondary schools?

A. Yes. Subpart D contains specific regulations for preschools, elementary and secondary schools and includes sections pertaining to Free Appropriate Public Education, Educational Setting, Evaluation and Placement, Nonacademic Services, Procedural Safeguards, Preschool and Adult Education Programs and Private Education Programs.

Q. Do the regulations recognize programs developed in accordance with the Education of the Handicapped Act?

A. Yes, such programs are a means of meeting the standards established under the "Appropriate Education" section applicable to public elementary and secondary schools.

Q. Are there also separate sections pertaining to higher education?

A. Yes. Subpart E applies specifically to postsecondary education and covers Admissions and Recruiting, Treatment of Students, Academic Adjustments, Housing, Financial Aid and Employment Assistance, and Nonacademic Services. These sections read much like Title IX regulations.

Q. What sorts of academic adjustments do the regulations require?

A. The regulations do not intend any weakening of academic standards but would require, for instance, that a blind student be able to substitute a music appreciation course for an art appreciation course or vice versa for a deaf student.

Q. Would University hospitals or other University operated health facilities be covered under the regulations?

A. Yes. Subpart F applies to recipients that operate health, welfare and social service programs.

SUMMARY OF SPECIFIC ACTIONS REQUIRED OF INSTITUTIONS AND DATES FOR COMPLETION

Required Action	Deadline Dates
1. Programs must be accessible to handicapped students (Section 84.22 (d)).	Within 60 days of the effective date unless structural changes are required. (August 2, 1977).
2. Make an initial notice that the institution does not discriminate on the basis of handicap. (Section 84.8 (a)).	Within 90 days of the effective date. (September 1, 1977).
3. Have developed a "transition plan" outlining structural changes necessary to achieve program accessibility. (Section 84.22 (d)).	Within six months of the effective date (December 3, 1977).
4. Complete a self-evaluation similar to Title IX.*	Within one year of the effective date (June 3, 1978).
5. Complete structural changes necessary to achieve program accessibility (Section 84.22 (d)).	Within three years of the effective date (June 3, 1980) but as expeditiously as possible.

*Records of the self-evaluation must be maintained for a period of three years from the date of completion of the study. These records must be open to public inspection and made available to the Director of OCR upon request (Section 84.6 (c) (2)).

ADDITIONAL INFORMATION MAY BE OBTAINED FROM:

Mr. John Wodatch, Director
Office of New Programs
Office for Civil Rights
Department of Health, Education and Welfare
Washington, DC 20201

Final Regulations to Implement Section 504 of the Rehabilitation Act of 1973. (Nondiscrimination on the Basis of Handicap) Effective Date June 3, 1977

part of the Rehabilitation Act of 1973 Congress enacted Section 504 which provides that:

"no otherwise handicapped individual in the United States, as defined in Section 7(6), shall solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

On May 17, 1976 DHEW published a Notice of Intent to Issue Proposed Rules seeking public comment on fifteen critical issues. The Proposed Rules were published in the Federal Register Vol. 41, No. 138, Friday, July 16, 1976, pp: 29548-29567 and twenty-two public meetings were held throughout the country to obtain comments on the regulations. Finally, on Wednesday, May 4, 1977 DHEW published the final regulations to implement Section 504 in the Federal Register, Vol. 42, No. 86, pp: 22677-22685. The pages preceding and following the regulations contain background information and an analysis of the regulations. The regulations are reprinted here in their entirety.

The questions and answers preceding the regulations were prepared by the editors from the comments and analysis provided by DHEW in the Federal Register. The questions and answers do not cover every aspect of the regulations, but are provided only to alert administrators to general areas covered by the regulations. It is suggested that before institutional policies are formulated, the responsible administrator read the entire regulations and analysis published in the Federal Register.

QUESTIONS and ANSWERS

Q. Who must comply with these regulations?

A. Every recipient of Federal financial assistance.

Q. If an institution is required to comply with Title IX, are they also required to comply with these regulations?

A. Yes. In fact, the wording of these regulations and the actions required on the part of schools and colleges closely parallels that of the Title IX regulations.

Q. How is a handicapped person defined?

A. Section 84.3(j) defines a handicapped person as one who, (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such impairment, or (3) is regarded as having such an impairment. The terms used in this definition are further defined in the regulations.

Q. Would persons disadvantaged by environment, culture or economics be classified as handicapped?

A. No. The definition only includes physical or mental impairments, individuals not covered under the regulations include those who have prison records, or who are homosexual, and other non-physical or non-mental handicaps. Of course, if a homosexual also had a physical or mental impairment, then he/she would be covered under the regulations.

Q. Are drug addicts and alcoholics considered as handicapped persons?

A. Yes.

Q. Since drug addicts and alcoholics are handicapped persons, may disciplinary action be taken against them if they violate rules pertaining to the use or possession of drugs and alcohol?

A. Neither rules prohibiting the use or possession of drugs and alcohol nor their application to drug addicts or alcoholics is prohibited by the regulations, provided the rules are enforced evenly with respect to all students.

Q. Do the regulations require institutions to take any specific actions?

A. Yes. First each school or college must conduct a self-evaluation similar to that conducted under Title IX except that reasonable efforts must be made to include handicapped persons in the group making the self-evaluation. Second each school or college must designate an individual to coordinate efforts to overcome discrimination on the basis of handicap and adopt a grievance procedure to hear alleged complaints. Third, every school or college which is a recipient must take "appropriate initial and continuing" steps to notify participants and other interested parties that it does not discriminate.

Q. Do the regulations cover employees as well as students?

A. Yes.

Q. How can handicapped persons be employed to perform normal tasks?

A. The regulations require that schools and colleges make "reasonable accommodations" to the known physical or mental limitations of handicapped applicants or employees unless the recipient can demonstrate that the accommodations would impose an undue hardship on the operation of its program.

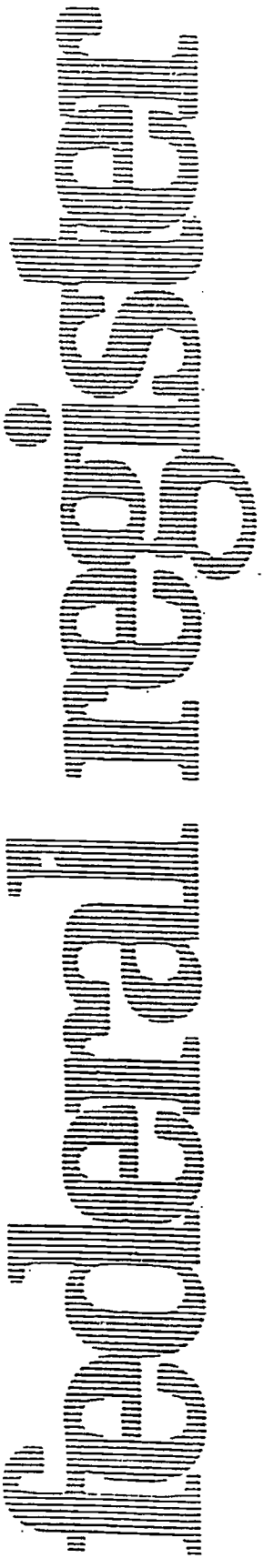
Q. What does "reasonable accommodations" mean?

A. Making facilities used by employees readily accessible to and usable by handicapped persons and job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters, and similar actions.

Q. Must all programs of an institution be accessible to handicapped students?

A. Yes, "when viewed in its entirety" all programs operated by a recipient must be accessible to handicapped persons

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Friday
May 9, 1980

Part II

Department of Education

Establishment of Title 34

SECTION 504
REHABILITATION ACT OF 1973

§ 104.40 [Reserved]

Subpart E—Postsecondary Education

§ 104.41 Application of this subpart.

Subpart E applies to postsecondary education programs and activities, including postsecondary vocational education programs and activities, that receive or benefit from Federal financial assistance and to recipients that operate, or that receive or benefit from Federal financial assistance for the operation of, such programs or activities.

§ 104.42 Admissions and recruitment.

(a) *General.* Qualified handicapped persons may not, on the basis of handicap, be denied admission or be subjected to discrimination in admission or recruitment by a recipient to which this subpart applies.

(b) *Admissions.* In administering its admission policies, a recipient to which this subpart applies:

(1) May not apply limitations upon the number or proportion of handicapped persons who may be admitted;

(2) May not make use of any test or criterion for admission that has a disproportionate, adverse effect on handicapped persons or any class of handicapped persons unless (i) the test or criterion, as used by the recipient, has been validated as a predictor of success in the education program or activity in question and (ii) alternate tests or criteria that have a less disproportionate, adverse effect are not shown by the Assistant Secretary to be available.

(3) Shall assure itself that (i) admissions tests are selected and administered so as best to ensure that, when a test is administered to an applicant who has a handicap that impairs sensory, manual, or speaking skills, the test results accurately reflect the applicant's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the applicant's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure); (ii) admissions tests that are designed for persons with impaired sensory, manual, or speaking skills are offered as often and in as timely a manner as are other admissions tests; and (iii) admissions tests are administered in facilities that, on the whole, are accessible to handicapped persons; and

(4) Except as provided in paragraph (c) of this section, may not make preadmission inquiry as to whether an applicant for admission is a handicapped person but, after admission, may make inquiries on a confidential basis as to handicaps that may require accommodation.

(c) *Preadmission inquiry exception.* When a recipient is taking remedial action to correct the effects of past discrimination pursuant to § 104.6(a) or when a recipient is taking voluntary action to overcome the effects of conditions that resulted in limited participation in its federally assisted program or activity pursuant to § 104.6(b), the recipient may invite applicants for admission to indicate whether and to what extent they are handicapped. *Provided,* That:

(1) The recipient states clearly on any written questionnaire used for this purpose or makes clear orally if no written questionnaire is used that the

information requested is intended for use solely in connection with its remedial action obligations or its voluntary action efforts; and

(2) The recipient states clearly that the information is being requested on a voluntary basis, that it will be kept confidential, that refusal to provide it will not subject the applicant to any adverse treatment, and that it will be used only in accordance with this part.

(d) *Validity studies.* For the purpose of paragraph (b)(2) of this section, a recipient may base prediction equations on first year grades, but shall conduct periodic validity studies against the criterion of overall success in the education program or activity in question in order to monitor the general validity of the test scores.

§ 104.43 Treatment of students; general.

(a) No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other postsecondary education program or activity to which this subpart applies.

(b) A recipient to which this subpart applies that considers participation by students in education programs or activities not operated wholly by the recipient as part of, or equivalent to, and education program or activity operated by the recipient shall assure itself that the other education program or activity, as a whole, provides an equal opportunity for the participation of qualified handicapped persons.

(c) A recipient to which this subpart applies may not, on the basis of handicap, exclude any qualified handicapped student from any course, course of study, or other part of its education program or activity.

(d) A recipient to which this subpart applies shall operate its programs and activities in the most integrated setting appropriate.

§ 104.44 Academic adjustments.

(a) *Academic requirements.* A recipient to which this subpart applies shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

(b) *Other rules.* A recipient to which this subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity.

(c) *Course examinations.* In its course examinations or other procedures for evaluating students' academic achievement in its program, a recipient to which this subpart applies shall provide such methods for evaluating the achievement of students who have a handicap that impairs sensory, manual, or speaking skills as will best ensure that the results of the evaluation represents the student's achievement in the course, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where such skills are the factors that the test purports to measure).

(d) *Auxiliary aids.* (1) A recipient to which this subpart applies shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the recipient because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

(2) Auxiliary aids may include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

§ 104.45 Housing.

(a) *Housing provided by the recipient.* A recipient that provides housing to its nonhandicapped students shall provide comparable, convenient, and accessible housing to handicapped students at the same cost as to others. At the end of the transition period provided for in Subpart C, such housing shall be available in sufficient quantity and variety so that the scope of handicapped students' choice of living accommodations is, as a whole, comparable to that of nonhandicapped students.

(b) *Other housing.* A recipient that assists any agency, organization, or person in making housing available to any of its students shall take such action as may be necessary to assure itself that such housing is, as a whole, made available in a manner that does not result in discrimination on the basis of handicap.

§ 104.46 Financial and employment assistance to students.

(a) *Provision of financial assistance.* (1) In providing financial assistance to qualified handicapped persons, a recipient to which this subpart applies may not (i), on the basis of handicap, provide less assistance than is provided to nonhandicapped persons, limit eligibility for assistance, or otherwise discriminate or (ii) assist any entity or person that provides assistance to any of the recipient's students in a manner that discriminates against qualified handicapped persons on the basis of handicap.

(2) A recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established under wills, trusts, bequests, or similar legal instruments that require awards to be made on the basis of factors that discriminate or have the effect of discriminating on the basis of handicap only if the overall effect of the award of scholarships, fellowships, and other forms of financial assistance is not discriminatory on the basis of handicap.

(b) *Assistance in making available outside employment.* A recipient that assists any agency, organization, or person in providing employment opportunities to any of its students shall assure itself that such employment opportunities, as a whole, are made available in a manner that would not violate Subpart _ if they were provided by the recipient.

(c) *Employment of students by recipients.* A recipient that employs any of its students may not do so in a manner that violates Subpart B.

§ 104.47 Nonacademic services.

(a) *Physical education and athletics.* (1) In providing physical education courses and athletics and similar programs and activities to any of its students, a recipient to which this subpart applies may not discriminate on the basis of handicap. A recipient

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that offers physical education courses or that operates or sponsors intercollegiate, club, or intramural athletics shall provide to qualified handicapped students an equal opportunity for participation in these activities.

(2) A recipient may offer to handicapped students physical education and athletic activities that are separate or different only if separation or differentiation is consistent with the requirements of § 104.43(d) and only if no qualified handicapped student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

(b) *Counseling and placement services.* A recipient to which this subpart applies that provides personal, academic, or vocational counseling, guidance, or placement services to its students shall provide these services without discrimination on the basis of handicap. The recipient shall ensure that qualified handicapped students are not counseled toward more restrictive career objectives than are nonhandicapped students with similar interests and abilities. This requirement does not preclude a recipient from providing factual information about licensing and certification requirements that may present obstacles to handicapped persons in their pursuit of particular careers.

(c) *Social organizations.* A recipient that provides significant assistance to fraternities, sororities, or similar organizations shall assure itself that the membership practices of such organizations do not permit discrimination otherwise prohibited by this subpart.

§§ 104.48–104.50 [Reserved]

Americans with Disabilities Act Statutory Deadlines

I. Employment

- The ADA requirements become effective on:
  - July 26, 1992, for employers with 25 or more employees.
  - July 26, 1994, for employers with 15-24 employees.

II. Public Accommodations

- The ADA requirements become effective on:
  - January 26, 1992, generally.
  - August 26, 1990, for purchase or lease of new vehicles that are required to be accessible.
- New facilities designed and constructed for first occupancy later than January 26, 1993, must be accessible.
- Generally, lawsuits may not be filed until January 26, 1992. In addition, except with respect to new construction and alterations, no lawsuit may be filed until:
  - July 26, 1992, against businesses with 25 or fewer employees and gross receipts of $1 million or less.
  - January 26, 1993, against businesses with 10 or fewer employees and gross receipts of $500,000 or less.

III. Transportation

A. Public bus systems

- The ADA requirements become effective on:
  - January 26, 1992, generally.
  - August 26, 1990, for purchase or lease of new buses.

B. Public rail systems -- light, rapid, commuter, and intercity (Amtrak) rail

- The ADA requirements become effective on:
  - January 26, 1992, generally.
  - August 26, 1990, for purchase or lease of new rail vehicles
- By July 26, 1995, one car per train accessibility must be achieved.

III. Transportation (cont.)

- By July 26, 1993, existing key stations in rapid, light, and commuter rail systems must be made accessible with extensions of up to 20 years (30 years, in some cases, for rapid and light rail).

C. Privately operated bus and van companies

- The ADA requirements become effective on:
  - January 26, 1992, generally.
  - July 26, 1996 (July 26, 1997, for small providers) for purchase of new over-the-road buses.
  - August 26, 1990, for purchase or lease of certain new vehicles (other than over-the-road buses).

IV. State and local government operations

- The ADA requirements become effective on:
  - January 26, 1992.

V. Telecommunications

- The ADA requirements become effective on:
  - July 26, 1993, for provision of relay services.

This document is available in the following accessible formats:

- **Braille**
- **Large Print**
- **Audiotape**
- **Electronic file on computer disk and electronic bulletin board (202) 514-6193**

For more information on the ADA contact:

U.S. Department of Justice
Civil Rights Division
Coordination and Review Section
P.O. Box 66118
Washington, D.C. 20035-6118
(202) 514-0301 (Voice)
(202) 514-0381 (TDD)
(202) 514-0383 (TDD)

CRD-70

GPO : 1990 0 - 273-184

U.S. Department of Justice
Civil Rights Division
Coordination and Review Section

Americans with Disabilities Act
Requirements in Public Accommodations
Fact Sheet

General

✓ Public accommodations such as restaurants, hotels, theaters, doctors' offices, pharmacies, retail stores, museums, libraries, parks, private schools, and day care centers, may not discriminate on the basis of disability. Private clubs and religious organizations are exempt.

✓ Reasonable changes in policies, practices, and procedures must be made to avoid discrimination.

Auxiliary Aids

✓ Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result.

Physical Barriers

✓ Physical barriers in existing facilities must be removed, if removal is readily achievable. If not, alternative methods of providing the services must be offered, if they are readily achievable.

✓ All new construction in public accommodations, as well as in "commercial facilities" such as office buildings, must be accessible. Elevators are generally not required in buildings under three stories or with fewer than 3,000 square feet per floor, unless the building is a shopping center, mall, or a professional office of a health care provider.

✓ Alterations must be accessible. When alterations to primary function areas are made, an accessible path of travel to the altered area (and the bathrooms, telephones, and drinking fountains serving that area) must be provided to the extent that the added accessibility costs are not disproportionate to the overall cost of the alterations. Elevators are required as described above.

✓ Entities such as hotels that also offer transportation must generally provide equivalent transportation service to individuals with disabilities. New fixed-route vehicles capable of carrying more than 16 passengers must be accessible.

Remedies

✓ Individuals may bring private lawsuits to obtain court orders to stop discrimination, but money damages cannot be awarded.

✓ Individuals can also file complaints with the Attorney General who may file lawsuits to stop discrimination and obtain money damages and penalties.

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(202) 514-0381 (TDD)
(202) 514-0383 (TDD)

CRD-30

GPO : 1990 [illegible] 273-184

Americans with Disabilities Act Requirements Fact Sheet

Employment

✓ Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.
✓ Employers can ask about one's ability to perform a job, but cannot inquire if someone has a disability or subject a person to tests that tend to screen out people with disabilities.
✓ Employers will need to provide "reasonable accommodation" to individuals with disabilities. This includes steps such as job restructuring and modification of equipment.
✓ Employers do not need to provide accommodations that impose an "undue hardship" on business operations.

Who needs to comply:

✓ All employers with 25 or more employees must comply, effective July 26, 1992.
✓ All employers with 15-24 employees must comply, effective July 26, 1994.

Transportation

✓ New public transit buses ordered after August 26, 1990, must be accessible to individuals with disabilities.
✓ Transit authorities must provide comparable paratransit or other special transportation services to individuals with disabilities who cannot use fixed route bus services, unless an undue burden would result.
✓ Existing rail systems must have one accessible car per train by July 26, 1995.
✓ New rail cars ordered after August 26, 1990, must be accessible.
✓ New bus and train stations must be accessible.
✓ Key stations in rapid, light, and commuter rail systems must be made accessible by July 26, 1993, with extensions up to 20 years for commuter rail (30 years for rapid and light rail).
✓ All existing Amtrak stations must be accessible by July 26, 2010.

Public Accommodations

✓ Private entities such as restaurants, hotels, and retail stores may not discriminate against individuals with disabilities, effective January 26, 1992.
✓ Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result.
✓ Physical barriers in existing facilities must be removed, if removal is readily achievable. If not, alternative methods of providing the services must be offered, if they are readily achievable.
✓ All new construction and alterations of facilities must be accessible.

State and Local Government

✓ State and local governments may not discriminate against qualified individuals with disabilities.
✓ All government facilities, services, and communications must be accessible consistent with the requirements of section 504 of the Rehabilitation Act of 1973.

Telecommunications

✓ Companies offering telephone service to the general public must offer telephone relay services to individuals who use telecommunications devices for the deaf (TDD's) or similar devices.

This document is available in the following accessible formats:

- Braille
- Large print
- Audio tape
- Electronic file on computer disk and electronic bulletin board. (202) 514-6193

For more information about the ADA contact:

U.S. Department of Justice
Civil Rights Division
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GPO · 1991 273-184

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7 May 1992

Dear Student, Staff, or Faculty:

Enclosed, please find a survey of the computer access needs of University of Florida students, faculty, and staff who have disabilities. If you use computers on campus, or would like to be able to use the computers on campus, please complete this survey. The information gathered will help the Council on Information Technologies and Services plan ways of increasing computing access at the University of Florida.

While it is fine for you to submit your evaluation anonymously, we encourage you to provide your name and social security number on the questionnaire where requested. This will enable us to provide you with information about accessibility of which you are unaware, and it will also give us the opportunity to follow up on any of your responses that we do not fully understand.

Although computing accessibility is the committee's primary concern at this time, please feel free to make any additional comments regarding your encounters with accessibility at the University of Florida. You may attach an additional sheet with your comments to the survey.
This document is available in alternate formats (braille, voice). If you require an alternate format, or need any assistance whatsoever in completing this survey, please contact Ken Osfield, Assistant Dean for Student Services, at (904) 392-1261.

Please return this survey by June 15, 1992 to:

Ad Hoc Work Group on Disabled Access
c/o Ken Osfield
Assistant Dean for Student Services
P202 Peabody Hall
Gainesville, FL 32611-2058

Thank you for your assistance!

Sincerely,

The Ad Hoc Work Group on Disabled Access

Computer Access Survey

A Needs Assessment of Students, Staff, and Faculty with Disabilities

Part I. Personal Information

1) Please identify yourself. Check one of the following.

☐ Student ☐ Staff ☐ Faculty

2) Please describe your disability and its severity by marking the appropriate category(s). You may check more than one category.

Category	Severity (circle one)		
☐ Visually impaired/blind	Mild	Moderate	Severe
☐ Hearing impaired/deaf	Mild	Moderate	Severe
☐ Mobility impaired	Mild	Moderate	Severe
☐ Learning impaired	Mild	Moderate	Severe
☐ Acquired brain injury	Mild	Moderate	Severe
☐ Communication impaired	Mild	Moderate	Severe

3) Please check the statement below which best describes your experiences with campus computing.

☐ Since coming to UF, I have not yet needed to use computers.
☐ I'd like to use the computers here, but believe they are not accessible to me.
☐ I've tried to use computers here, but I have experienced difficulties.
☐ I've used the computers with few problems, or have received the assistance needed to overcome any problems.
☐ None of the above apply.

4) I have received adequate information about the computing facilities and services which are available to me (please check one).

☐ Agreed ☐ Disagree ☐ No Opinion

If you disagree with the above statement, please explain:

_____

_____

_____

5) Do you have a computer at home? ☐ Yes ☐ No

If so, please list make, model, and special adaptive features.

_____

_____

6) Do you own a modem? ☐ Yes ☐ No

7) Do you use LUIS for library research? ☐ Yes ☐ No

If so, how do you currently access LUIS?

_____

_____

8) Given the choice, which of the following would you prefer?

- ☐ Accessing campus computing facilities from home computer via modem.
- ☐ Using on-site campus facilities (assuming they are suitable to your needs).

If you have used (or tried to use) any computer facilities or services at the University of Florida, including access by modem, please proceed to part two of this survey. Otherwise, you may now return the survey, as part two will not apply to you.

The Ad Hoc Work Group on Disabled Access wishes to thank you for completing this survey. By helping us assess your needs, you are providing us with the knowledge necessary to assist all disabled faculty, staff, and students. We appreciate your participation.

Again, you may submit this questionnaire anonymously; however, knowing who completed the questionnaire may help us interpret the data, and it will also help us provide you with specific feedback when appropriate.

Optional

Name of respondent:_____

Social Security Number:_____

Part II. Computer Usage Information

Complete this section only if you have used or attempted to use any computer facilities or services at the University of Florida, including accessing services by modem.

9) Which computer facilities/services have you used? (Please complete the chart for only the facilities/services you have utilized.)

Please use the following scale to enter your rating of the adequacy of the facilities and assistance available:

1=Excellent 2=Adequate 3=Poor 4=Doesn't apply

Facility	Location Building & Room #	Adequacy Facilities	Adequacy Assistance
CIRCA			
VARR			
Libraries (LUIS and others)			
IFAS			
Departmental (specify dept. name)			
Other (please specify)			

A) If you rated any of the facilities listed in the above question as poor (#3), please suggest how each might be improved (e.g. keyboards should be moveable, table should be higher, etc.)

_____

_____

B) If you rated the availability or quality of assistance from lab personnel in any of the facilities as poor (#3), please explain.

_____

_____

_____

10) For what purposes do you generally use computers?

If you are a student, please indicate if this was required of you as part of a class?

☐ Word processing	☐ Yes	☐ No
☐ Business records	☐ Yes	☐ No
☐ Data storage & retrieval	☐ Yes	☐ No
☐ Course registration	☐ Yes	☐ No
☐ Graphics	☐ Yes	☐ No
☐ Programming	☐ Yes	☐ No
☐ Research	☐ Yes	☐ No
☐ Library access (LUIS, CD-ROM, online references)	☐ Yes	☐ No
☐ Spread sheets	☐ Yes	☐ No
☐ Statistics	☐ Yes	☐ No
☐ Course work of any nature	☐ Yes	☐ No
☐ Other (please specify below)	☐ Yes	☐ No

_____

_____

_____

11) Please list any special software that you use (e.g. large print, voice recognition, speech synthesis, etc.).

_____

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Again, you may submit this questionnaire anonymously; however, knowing who completed the questionnaire may help us interpret the data, and it will also help us provide you with specific feedback when appropriate.

Optional

Name of respondent:_____

Social Security Number:_____